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REPORT

OF THE

DIRECTOR OF PUBLIC INSTRUCTION,

BOMBAY,

FOR THE YEAR 1855-56.

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1857.

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No. 1185 of 1857.

Poona:
Office of the Director of Public Instruction,
18*th July* 1857.

To W. HART, Esquire,
Secretary to Government, General Department.

Sir,

I.—*Departmental Arrangements.*

The final Report of the Board of Education brought down the record of Public Instruction in this Presidency to the 30th April 1855. Shortly after that date, the functions of the Board passed to the new Educational Department, organized under a Director of Public Instruction, in obedience to the orders of the Court of Directors, contained in their despatch dated 19th July 1854, No. 49.

2. I have the honour now to furnish the first Report of the Director of Public Instruction, for the official year 1855-56. This Report has been long delayed by circumstances beyond my control. I have received no account of the Presidency and Dekkan Educational Divisions from the gentlemen who actually performed the work of inspection from May 1855. No Report has reached me from the Educational Inspector in Sind,* who was transferred to the Dekkan before he had prepared his Annual Statement for

* Note.—In the body of this Report will be found a sketch of Education in Sind, furnished to me by Captain Lester since the above was written.

1855-56. The Guzerat Division alone is reported on by its original Inspector—a fact attested by the superior fulness and interest of Mr. Hope's narrative, which I forward entire. I have personally laboured under the disadvantage of having to record, from a mere study of documents, a year's administration of a department whose organization was still growing under the hand of its *first* chief, when illness compelled him to resign his charge. During no portion of the year under report was I in charge of the Educational Department. My own Report for the following year, 1856-57, is under preparation, and will shortly be laid before Government. I trust, therefore, that it will be understood why the present Report consists of little more than a bare collection of facts and figures.

3. The first step in organizing the new Educational Department was to appoint a Director of Public Instruction. Mr. Claudius James Erskine, of the Civil Service, was nominated to that office on the 19th of March, on a salary of Rupees 2,500 a month, to be increased after fourteen years' service in India to Rupees 3,000.

4. Subsequently four Educational Inspectors were appointed; for the Presidency Division, the Guzerat Division, the Dekkan Division, and for Sind.

5. Subordinate to the Inspectors, a staff of School Visitors (since designated Deputy Inspectors) was nominated in each Educational Division.

6. The following table exhibits the subordinate Educational organization as it stood at the termination of the year under report:—

I.—Presidency Division.

Name.	Office.	Date of Appointment.	Salary per Month.	Remarks.
John Harkness, LL.D., Principal of the Elphinstone Institution.	Educational Inspector.	10th May 1855.	Rs. 500.	In addition to salary as Principal.
Rao Saheb Wisswanath Narayen Mandlik.	Visitor of Schools for the Tanna Collectorate and Sub-Collectorate of Colaba.	2nd June 1855.	Rs. 150.	With a travelling allowance of Rs. 3 per diem when actually travelling.
Rao Saheb Ramchundra Dinanathjee.	Visitor of Schools for the Rutnagherry Collectorate.	2nd June 1855.	Rs. 50.	In addition to the salary of Rs. 100 as Head Master of the English School at Rutnagherry, with a travelling allowance of Rs. 3 per diem when actually travelling.

II.—Dekkan Division.

Name.	Office.	Date of Appointment.	Salary per Month.	Remarks.
Assistant Surgeon G. M. S. Seaward	Educational Inspector.	10th May 1855.	Rs. 700, in addition to net pay of his rank.	With a travelling allowance of Rs. 5 per diem when actually travelling.
F. P. Baker, Esq.	Visitor of Schools for Dharwar and Belgaum Collectorates, and for the Canarese districts of Sholapore.	2nd June 1855.	Rs. 300.	With a travelling allowance of Rs. 5 per diem when actually travelling.
Rao Saheb Mahadeo Govind Shastree.	Visitor of Schools for Poona and Sattara Collectorates, and the Muratha districts of Sholapore.	2nd June 1855.	Rs. 150.	With a travelling allowance of Rs. 100 per month when actually travelling.
Rao Saheb Bhaskur Damodhur ...	Visitor of Schools for Khandeish and Ahmednuggur Collectorates.	2nd June 1855.	Rs. 150.	With a travelling allowance of Rs. 3 per diem when actually travelling.

III.—Guzerat Division.

Names.	Office.	Date of Appointment.	Salary per Month.	Remarks.
T. C. Hope, Esq., C. S	Educational Inspector.	9th May 1855.	Rs. 700.	With a travelling allowance of Rs. 5 per diem when actually travelling.
J. Graham, Esq.	Visitor of Schools for Surat and Brdach Collectorates.	2nd June 1855.	Rs. 100.	In addition to his salary of Rs. 350 as Head Master of English School at Surat.
Afterwards,				Mr. Graham resigned the Visitorship on 12th December 1855.
Mr. Mohunlal Runsordass	Ditto	12th Dec. 1855.	Rs. 150.	With a travelling allowance of Rs. 3 per diem when actually travelling.
Rao Saheb Pranlall Muthooradass.	Visitor of Schools for Ahmedabad & Kaira Collectorates.	2nd June 1855.	Rs. 150.	With a travelling allowance of Rs. 3 per diem when actually travelling.

IV.—Sind Division.

Name.	Office.	Date of Appointment.	Salary per Month.	Remarks.
Captain J. F. Lester.	Educational Inspector.	20th Feb. 1856.	Rs. 1,000	With a travelling allowance of Rs. 5 per diem when actually travelling.

7. Mr. Erskine, from the date of his appointment in March, occupied himself in collecting information relating to the Schools then existing in the Presidency, as well under Government management as independent of it; but it was not until the 31st May that he took charge of the office of the late Board of Education.

8. The following instructions were issued by the Director to the several Educational Inspectors, under date the 21st May 1855 :—

"*2nd.*—You will have learned from the despatch of the "Court of Directors, that you are required to report periodi- "cally upon all Colleges and Schools which are either "managed by Government, or under Government inspection, "and that you are to aid and advise generally all Managers "and Teachers of all Colleges and Schools of every descrip- "tion throughout your charge.

"*3rd.*—I will only, therefore, in this communication at "present request that your pe- "riodical reports may, in the "first instance, be submitted "quarterly,* and that they may "contain a precise record of all your proceedings during the

* Up to 31st July,
31st October,
31st January,
30th April.

" quarter. At the end of the official year (30th April) you " will be kind enough to submit, in addition to the quar- " terly report then due, a general memorandum of remarks " and recommendations suggested by the experience of " the year, and description of the Educational state and " prospects of your Division.

" *4th.*—I must also request your especial attention to " the concluding sen- " tence of the 84th* " paragraph of the Ho- " norable Court's de- " spatch, which must " always be carefully " attended to.

" *5th.*—On first as- " suming charge of " your appointment, " one of your earliest " duties will be to ob- " tain an accurate state- " ment of the Schools " (whether Govern- " ment, indigenous, or " Missionary) at pre- " sent existing in every " part of your division, their number, distribution, objects, " quality, and management.

" *6th.*—You will likewise ascertain exactly the ages, qua- " lifications, salaries, and character of the different School- " masters; the number, ages, qualifications, castes, and " prospects of the Scholars, and the rates of fees paid " by them; the description of teaching, and the names,

* 'Considerable misapprehension appears to exist as to our views with respect to religious instruction in the Government institutions. Those institutions were founded for the benefit of the whole population of India; and, in order to effect their object, it was and is indispensable that the education conveyed in them should be exclusively secular. The Bible is, we understand, placed in the libraries of the Colleges and Schools, and the pupils are able freely to consult it. This is as it should be; and, moreover, we have no desire to prevent or discourage any explanations which the pupils may, of their own free will, ask from the Masters upon the subject of the Christian religion, provided that such information be given out of School hours. Such instruction being entirely voluntary on both sides, it is necessary, in order to prevent the slightest suspicion of an intention on our part to make use of the influence of Government for the purpose of proselytism, that no notice shall be taken of it by the Inspectors in their periodical visits.'

" contents, and nature of the School-books in general
" use.

" 7*th.*—Very particular inquiries are to be made as to the
" inducements and the obstructions to study, in different lo-
" calities and among different classes and persuasions, and
" as to the anxiety for knowledge of any kind on the part
" of any particular communities or castes.

" 8*th.*—General statistical information regarding the con-
" dition of the people should also be diligently collected
" when circumstances permit.

" 9*th.*—In obtaining information on these and other points,
" you will be materially assisted by the Visitors of Schools,
" who should be ordered, as soon as possible, to visit every
" village within their respective charges, and to report upon
" every School, after personal examination, in as much
" detail as possible.

" 10*th.*—It will of course be one of your most important
" duties to test, by occasional inspections, the reports and
" proceedings of the Visitors, who will be referred to you
" for detailed instructions. In order to effect this, it will
" be advisable that you should proceed from time to time
" into some District through which a Visitor has passed,
" and on which he has reported, and re-examine, in his
" presence, every here and there, some of the Schools which
" had been examined by him. You will be careful, in
" your periodical reports, to describe minutely your
" proceedings in this respect, and the results to which they
" may lead.

" 11*th.*—In addition, however, to the Visitors of Schools,
" and to the Schoolmasters and Officers of the Department,
" you will have the support and assistance, in all your
" inquiries and endeavours, of all the other Servants of

" Government in every Department. I cannot too urgently
" request that you will strive, upon every occasion, to secure
" the friendly offices and active co-operation of the various
" local Revenue and Judicial Authorities, both European
" and Native, and that you will early and constantly im-
" press upon your subordinate Visitors the great advantages
" of such a course. It will be well that you and they,
" whenever it may be practicable, should arrange, in tra-
" versing any District, to move along with or in the near
" neighbourhood of the Collector, or Assistant, or Deputy
" Collector in charge, or of the Survey Officer, or even of
" the Mamlutdar or Mahalkuree. It will be well to engage
" the sympathies of the Judges, Assistant Judges, and
" Native Judicial Officers, of the Civil Surgeons and Su-
" perintendents of Vaccination, and of the Civil and Exe-
" cutive and Subordinate Engineer Officers ; and, above all,
" it will be well to lose no opportunity of securing the sup-
" port of influential Native gentlemen, whether hereditary
" officers or landholders, or men of independent means or
" position. The success of your labour will depend most
" materially upon the extent to which you can educe and
" sustain the friendly energies of influential persons in all
" ranks of life and every part of the country, and this con-
" sequently is an object of which you must never
" lose sight.

" 12*th*.—An English School already exists at the Sudder
" Station of all the Collectorates in your Division. You
" will be careful to inquire into the state of these Schools,
" and to communicate any suggestions which may occur
" to you for their extension or improvement.

" 13*th*.—It seems most desirable to establish, in all the
" Thana Stations in every Collectorate, a superior descrip-

" tion of Vernacular Schools, which may correspond with " the Tehsilee Schools existing in other parts of India, may " impart a thorough elementary education through the " medium of the Vernacular languages, and may also afford " (both to ordinary scholars and to others) some special " instruction, in the mornings or evenings, in Mensuration, " in Agriculture, in Book-keeping, in Public and Merchants' " Accounts, in the Rules of the Revenue Surveys, in the " Civil and Criminal Regulations of Government, and, if " necessary, in the Rudiments of English.

" 14*th*.—All the villages of every Talooka should " by degrees be distributed into small School Districts, " a central village being in every case selected as the site " of a primary School, and any of the neighbouring " and accessible townships or hamlets being associated " with the central village for Educational purposes when " they are in a position to support separate Schools of " their own.

" 15*th*.—The details of a plan for affiliating these Vil- " lage Schools with the Talooka Schools by means of Vil- " lage Scholarships, and for affiliating the Talooka Schools " by means of Talooka Scholarships, with the Zillah Eng- " lish Schools, and these last by means of Zillah Scholar- " ships with Provincial Colleges, should early engage your " attention.

" 16*th*.—I shall be glad to receive your suggestions with " a view to the institution of a Normal Class at the Sudder " Station of every Zillah; also with a view to the supply of " such elementary and other School-books as may seem " to be most immediately required.

" 17*th*.—I propose to address you separately in regard " to the new system of Grants-in-aid.

" 18*th.*—All correspondence connected with your Divi-
" sion is to be conducted through you; and you will be
" careful that all correspondence connected with any part
" of your Districts is conducted through the Visitor in
" charge of the same.

" 19*th.*—The Officers at the Head of the *Elphinstone** " *Institution and the Grant* " *Medical College* will con- " tinue hereafter, as heretofore, " to correspond direct with the Head of the Department " of Education. You will, however, from time to time, in- " spect, and periodically notice in your Reports, the state " and progress of the *Elphin-* " *stone* * *Institution and the* " *Grant Medical College*, as " well as of all the other Schools and Seminaries within " your charge, which are in any way connected with Go- " vernment. Officers at the head of other Collegiate in- " stitutions will have a discretional authority to address me " direct when you are at a distance. A similar authority " to address you direct in the absence of the Visitors " should be accorded to the Head Masters of English " Schools.

* Poona College, Dekkan Division.

* Poona College, Dekkan Division.

" 20*th.*—When such direct communications may be " necessary, care is to be taken to make known their " purport as speedily as possible to the absent Offi- " cers.

" 21*st.*—No instructions, involving any change in the " Rules or Management of any College or School, should " be issued without the previous concurrence of the " Director.

" 22*nd.*—Applications for appointments as Vernacular

" Masters should be addressed to the Visitor of the Sub-
" division in which a vacancy may occur, and the Visitor
" may be allowed to recommend to the Inspector the
" person whom he may deem best qualified. The appoint-
" ment will have effect when confirmed by the Inspector,
" who will forward to the Director, quarterly, lists of ap-
" pointments so made.

" 23*rd*.—Applications for leave of absence by Verna-
" cular Schoolmasters should be similarly treated, unless
" the leave applied for shall not exceed one month during
" any year, in which case it may be granted on the autho-
" rity of the Visitor himself.

" 24*th*.—When a vacancy occurs in the situation of Mas-
" ter of any English School, the Inspector will recommend
" to the Director a Candidate to fill the vacancy. The In-
" spector will also grant leave of absence for ordinary terms
" to Masters of English Schools on his own authority.

" 25*th*.—Any vacancies or applications for leave on the
" part of Officers attached to Collegiate Establishments
" should be reported by the Inspector to the Director, for
" instructions; except, as already noticed, in the case of
" the *Elphinstone* Institution*
" *and the Grant Medical Col-*
" *lege*, the Principals of which
" will hereafter, as heretofore, communicate with the Head
" of the Department direct.

* Poona College, Dekkan Division.

" 26*th*.—You will understand that the Rules and Regula-
" tions of the Educational Institutions under the Board of
" Education are to be regarded as still in force (pending the
" publication of a revised Code of Rules), except in so far
" as they are specially modified by the recent changes, and
" by the present instructions.

"27*th*.—As noticed in para. 10, the Visitors attached to "your Division will be referred to you for detailed in- "structions. These instructions you will be good enough "to draw up for approval, after perusal and consideration "of the Appendix to the first Report by Mr. Reid, Visitor "General of Schools in the North-West Provinces, as "enjoined in para. 60 of the Honorable Court's despatch; "and all with constant reference to the Rules and Regula- "tions of the Board of Education alluded to in the last "paragraph."

9. And on the 7th of July 1855, the following instructions were issued by the Director to the several Visitors (since Deputy Inspectors):—

"2*nd*.—The objects for which you have been appointed "are, an active and vigilant superintendence of the Govern- "ment Schools existing in your charge; the creation of a "desire for knowledge and the increase of Schools among "all classes, especially the lower ones; and the collection "(in the first instance) of a variety of statistical informa- "tion regarding the indigenous and Missionary Schools, "and other matters connected with your Sub-divi- "sion.

"3*rd*.—In order to fulfil these objects, it will be necessary

1st Object.

"for you to visit not only the "places where Government "Schools exist, but all the large towns and villages, and as "many of the smaller ones as possible. No consideration "should detain you in any place when your object there "is accomplished. Eight months of the year should gene- "rally be spent on circuit, and, where the state of the roads "will permit of it, you should divide monsoon months "between the two or three principal cities in your charge.

" The time necessary for examining their numerous Schools
" would thus not be subtracted from your fair-weather tour,
" and you would have time to become acquainted with all
" the most influential men.

" 4*th*.—The Government Schools may be divided gene-
" rally into two classes, English and Vernacular. The Go-
" vernment English Schools you will, from time to time,
" inspect, and their state and progress will be noticed in
" your annual reports. The Government Vernacular
" Schools are placed under your immediate superintend-
" ence and control, subject (for the present) to the 'Rules
" and Regulations of the Educational Establishments under
" the Board of Education,' except in so far as they may
" be modified by these instructions, or by such orders as
" may, from time to time, be conveyed to you by the Educa-
" tional Inspector. No returns, except those hereinafter
" mentioned, will be required.

" 5*th*.—You will be expected to examine minutely all
" the Classes in every Government Vernacular School in
" your Sub-division, at least once in the year. As, how-
" ever, you may often have occasion to pass several times
" during the year through Towns or Villages where Schools
" are established, you should, on every such occasion, if
" possible, inspect them, and examine, if not the whole, at
" all events a class or two. This will help to put a stop to
" the too prevalent system of cramming the boys up for two
" or three months previous to the annual examination, the
" remainder of the year being passed in comparative idle-
" ness.

" 6*th*.—You will enter the result of your annual exami-
" nation of each School in form No. 10, lithographed copies
" of which will be supplied to you. After keeping a copy

" for your own records, you will forward these statements " *weekly*, to the Educational Inspector, in order that he " may refer to them when examining the Schools himself. " When this end has been accomplished, they will be re- " turned to you, to be finally sent up with your annual " report. Any additional inspections which, according " to para. 3rd, you may have made in the mean time, " should then be noted in them.

" *7th.*—In conducting examinations, your object will be " not to discover how many pages of a certain work have " been conned, or how high the Class may have gone in " any branch of Science, so much as to ascertain the deve- " lopment of mind, and the powers of thought and reason- " ing which such progress may have worked. A few sim- " ple deductions will show this more clearly than an " infinity of direct questions.

" *8th.*—You should be personally acquainted with all " the Masters, and lead them to consider you as an In- " structor and friend as well as an Official Superior, and " your visit as not merely an examination of papers and " progress, but an opportunity for advice, encouragement, " and support. Endeavour to ascertain the abilities and " qualifications of a Master privately, or by directing him " to examine his Scholars in your presence. Find out also " his popularity with the villagers, and the estimation in " which his talents may be held. Should you have occasion " to reprove him, be careful not to do it in the presence of " his pupils.

" *9th.*—In order to enable you to create a desire for " knowledge and the increase of " Schools among all classes, " you must endeavour to acquire a moral as well as an

2nd Object.

" official influence in your Sub-division. This will require " a perpetual exercise of energy, tact, and judgment. In " order to obtain the confidence of all, you must convince " them that both the Government and you yourself are " thoroughly in earnest.

" 10*th*.—The Officers of Government in the Revenue " Department are by far the most influential in the country, " and can promote your objects better than almost any " other class of men. They have received from Government " strict orders to assist you. You should therefore culti- " vate a personal acquaintance with all the Collectors and " Assistant Collectors in your Sub-division; apply to them " whenever you have the least occasion. In matters not of " very great magnitude, the latter, as being in more direct " communication with the Native Officials and Ryots, " should be first consulted. You should be on equally " good terms with the Mamlutdars, Mahalkurees, and " inferior Officers, that they may be as willing as they " are able to carry out the orders they may receive " concerning you. Should your applications to them be " fruitless, apply to their superior; should you still be " unsuccessful, report the circumstance to the Educational " Inspector.

" 11*th*.—Although the Revenue Department is thus put " prominently forward, you should be careful to engage " the sympathies of the Judges, Assistant Judges, and in- " ferior Judicial Officers, of the numerous gentlemen in " the Public Works, Survey, and Medical Departments,—in " short, of every one who has the smallest power of aiding " you.

" 12*th*.—The same course must be pursued with regard " to all Native gentlemen of rank or influence, whether

" local or general, as without their aid you will often find
" it difficult to persuade the people themselves to accede
" to your wishes. In your tours you should make memo-
" randa of the names, interests, and inclinations of all such
" persons in the several towns and villages through which
" you pass, whether there are Schools in them or not, taking
" the utmost care, however, that your entries are not
" made on insufficient information. These memoranda you
" should place annually upon the records of your Office,
" that your successors may benefit by them as well as
" yourself.

" 13*th.*—Do not consider that with the examination of
" the School your work in a place is complete. You must
" constantly place yourself in contact with the Ryots them-
" selves. Neglect no opportunity of conversing with them.
" Judiciously excite their curiosity on all subjects regard-
" ing which knowledge will be of use to them, and satisfy
" it in a familiar and friendly style. Impress upon them
" the obligation they are under of educating their children,
" and the direct advantages which are certain to accrue
" from it, and enforce your arguments by an appropriate
" story or a quotation from their own familiar books.

" 14*th.*—It will be your duty promptly to procure full
3rd Object. " and accurate information upon
" all subjects in any way con-
" nected with your Sub-division, according to forms which
" may from time to time be sent to you by the Educational
" Inspector.

" 15*th.*—You will give your immediate attention to as-
" certaining correctly the existing means of instruction in
" the indigenous Schools in the larger towns and villages;
" whether such Schools are for boys or girls, or both, and

" how far the people avail themselves of them. You should " in no case enter or examine any such School in opposi- " tion to the wishes of the Masters or Managers, but en- " deavour to obtain from other sources the information " you require. Those Masters who consent to receive your " visits should be treated courteously, encouraged to make " known their wishes regarding their Schools, and aided " by your counsel and advice.

" 16*th*.—In regard to Missionary Schools, your conduct " will be regulated by the same principles. Your exami- " nation should be confined to the branches of secular " knowledge taught, all notice of religious doctrine being " carefully abstained from. The result of your inquiries on " the subject of this and the preceding paragraph is to be " entered in a return according to Form No. 9, and trans- " mitted to the Educational Inspector. After you have " once made as completely as possible an inquiry into and " report upon every indigenous and other private Schools " in your Districts, it will not be necessary that you should " again particularly notice in subsequent reports any such " Schools, except those which may intermediately have " applied for Government inspection or received Grant- " in-aid.

" 17*th*.—You are immediately subordinate to the Educa- " tional Inspector, and all communications you may wish " to make to the Director of Public Instruction should be " forwarded through him. Should any question arise not " provided for by these instructions, or regarding which " you are doubtful what course to pursue, apply at once to " the Inspector for directions. All correspondence con- " nected with your Sub-division will be conducted through " you, with the exception of that of the Head Masters of

" the English Schools at ————, who will have a discre-
" tional authority to address the Educational Inspector
" direct.

" 18*th.*—Applications for appointments as Vernacular
" Masters in your Sub-division should be addressed
" to you, and you can recommend any person you
" deem qualified to the Inspector, whose confirmation will
" be final.

" 19*th.*—You are at liberty to grant leave not exceeding
" one month to the Masters. Any application for a longer
" period must be forwarded to the Inspector, with report
" as to the expediency of granting it, and the manner in
" which it is proposed to conduct the School in the Mas-
" ter's absence.

" 20*th.*—You will immediately direct your serious atten-
" tion to the best means of meeting the extended demand
" for Schoolmasters for *primary Village Schools*, which will
" no doubt arise. To require from such persons a know-
" ledge of the higher branches of Physical and Mathema-
" tical Science is unnecessary, since they will not be re-
" quired to teach them, while at the same time it would so
" narrow the field of selection as to interfere with the
" object in view. You should therefore make it generally
" known that you will examine all who may present them-
" selves before you, and that, if they have attained the
" required standard, you will enter their names on a Regis-
" ter of Candidates for employment, kept according to
" Form No. 11. Under the head of reading, you will
" require perfect ability to read a School book or document
" in the printed or written character of the language of your
" Division, and also to understand and explain the meaning
" of the part read. An acquaintance with the parts of

" speech and rudiments of Grammar must also be shown.
" The candidate must write a good hand, and be thoroughly
" acquainted with the first four rules of Arithmetic and
" Proportion, and the Native method of keeping Accounts.
" A general acquaintance with the Geography of Hindustan,
" and a minute one with that of your Division or that
" part of it in which the language in which the candidate
" is examined is spoken, will complete the list of require-
" ments. Under the head of Remarks you will record your
" general impression of the candidate's fitness for employ-
" ment. You should lose no opportunity of inducing per-
" sons to come forward for examination, especially from
" among those who now earn a precarious livelihood as
" Teachers of indigenous Schools. You will forward to
" the Educational Inspector a copy of the Register once a
" quarter.

" 21*st*.—The English records of your Office should be
" divided into two classes—1st and 2nd. The second class
" records will consist of all letters of an ephemeral nature,
" viz. letters about leave of absence, indents for books or
" stationery, correspondence with the Collectors or this
" Department relating to payment of salaries, &c. &c. They
" should be filed in paper covers, and regularly destroyed
" one year after that which the papers bear, *i. e.* 1855
" letters on 1st January 1857. The first class records will
" be composed of all books furnished for the Office, and all
" letters on important subjects. Your annual reports should
" be carefully and separately filed. The letters should be
" filed without any distinction of outward and inward, and
" the heading, number, and subject of each entered, at the
" time of receipt or despatch, on a blank sheet of paper kept
" on purpose at the head of the file. At the end of the year

" this sheet, being cut up into slips, each entry separate,
" and the headings arranged alphabetically and copied out,
" will furnish a complete list of the records of the year in
" which all letters on one subject will be found together.
" You are personally responsible for all the records in your
" Office, and liable for any deficiency in them.

" 22*nd*.—Your Native records should be kept in the
" mode common to all Government Offices. Every letter
" and order should be entered in Inward and Outward
" Registers of compact form, and the papers filed and kept
" in Roomals, or cloths. You will endeavour to keep down
" the bulk of English and Guzerathi records as much as
" possible. A heavy Dufter is a serious obstacle to rapid
" travelling.

" 23*rd*.—The masters will keep two Registers, according
" to Forms 1 and 2, and send you copies of each monthly.
" From these, and your own inspections, you will prepare
" the quarterly and annual returns.

" 24*th*.—You will be most careful in preparing your
" Monthly Return of Employment, No. 8, as the conse-
" quences of any inaccuracy may be serious.

" 25*th*.—The official year, except for accounts, which
" will be made up as at present, will commence on the 1st
" of June and end on the 31st of May; the quarter days
" on which Return No. 7 is due being September 1st, De-
" cember 1st, and March 1st. Your Annual Report must be
" sent in by July 1st. It will contain a detailed account of
" your proceedings during the year and their general results,
" of the state of the old Schools, and progress of those
" newly established, and the prospects of Education, to-
" gether with any proposals you may have for its advance-
" ment in your charge. To it will be appended the papers

" of the Examinations of Schools, and the Annual Returns
" Nos. 1 to 6.

" 26*th*.—During your sojourn in any place you will not
" live as the guest of any Schoolmaster.

" 27*th*.—You will receive separate instructions as to the
" terms on which new Schools are to be established, and
" the circumstances under which Grants-in-aid will be be-
" stowed on indigenous ones; as also regarding the future
" management of the accounts."

APPENDIX TO INSTRUCTIONS TO VISITORS.

No. I.

SCHOOLMASTER'S MONTHLY RETURNS TO VISITOR.

School *Collectorate* *Master*

No. in Register.	No. of Class.	Pupils' Names.	Castes.	Ages.	Pupils. Paying.	Pupils. Free.	Pupils. Stipendiary.	Daily State of Attendance. 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	No. of Days. Present.	Sundays.	Absent.	Leave.	Holidays.	Total.	Fees paid, or in arrears.	Abstract of Castes. *
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47

No. II.

School *Collectorate* *Master*

Number of Pupils at the end of past month.	Number of Pupils at the end of present month.	Increase or Decrease.	Pupils admitted.				Pupils who have left.					Contingent Expenses.	Memo. of Books and Furniture.
			Names.	Period of Attendance in other Schools.	Age on Admission.	Class placed in.	Names.	Total period of Attendance in present Schools.	Total Attendance at School, as by form January 1852.	Age on leaving.	Class on leaving.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14

Masters must fill up this Form for all their Pupils, to begin with; noting, in Column 5, the period of previous attendance in the School separately for those who have been in it for some time.

2. Caste Column might be added for those who enter and leave.

No. I.

Visitor's Annual Returns to the Inspector.

Number of School.	Name of Town.	Castes of Pupils.										
		Brahmin.	Purbhoo.									

No. II.

Number of School.	Name of Town.	Age of Pupils.													
		5 Years.	6 „	7 „	8 „	9 „	10 „	11 „	12 „	13 „	14 „	15 „	16 „	17 „	18 „

No. III.

Number of School.	Name of Town.	Period of Attendance.											
		Under 3 Months.	3 to 6 „	6 to 9 „	9 to 12 „	1 to 2 Years.	2 to 3 „	3 to 4 „	4 to 5 „	5 to 6 „	6 to 7 „	7 to 8 „	

No. IV.

Showing the Progress and Cost of Education.

Number of School.	Name of Town.	School-House, where, and by whom built or furnished.	Period elapsed since School was established.	Population by last Census.					Average Number at School.		Percentage of Total Population.	Percentage of		Cost of Education.				Cost per head.
				Men.	Women.	Boys under 16.	Girls under 14.	Total.	Boys.	Girls.		Boys.	Girls.	Master's Salary.	Contingent Expenses.	Books supplied.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

(Signed)

Visitor.

No. V.

TEACHERS.

Number of School.	Name of Town.	Teachers.										General Character.
		Name.	Age.	Caste.	Period of Employment			Previous Education and Employment.	Pay.			
					In this School.	In others.	Total.		From Government.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13

(Signed)

Visitor.

No. VI.

Statement of Fees.

Number of School.	Name of Town.	Number of Free Pupils and Stipendiary.	Pupils paying Fee of One Anna per Mensem.			Pupils paying Fee of Eight Annas per Mensem.			Scholars paying a higher sum, if any.			Total amount.	Amount paid.	Amount in arrears.			Amount of last Year's arrears.		Total Receipts in present Year.	Fees how disposed of.
			Number.	Fees paid.	Fees in arrears.	Number.	Fees paid.	Fees in arrears.	Number.	Fees paid.	Fees in arrears.			Recoverable.	Irrecoverable.	Total.	Recoverable.	Irrecoverable.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

(Signed)

Visitor.

No. VII.

Visitor's Quarterly Return to Inspector.

Quarterly Return showing the state of Government English and Vernacular Schools in the Sub-division of the Division.

Number of School.	Name of Town.	January.						February.						March.						Increase or Decrease compared with last Quarter.			Remarks.
		On Books.	Entered.	Left.	Total.	Average Daily Attendance.	Fees paid and due.	On Books.	Entered.	Left.	Total.	Average Daily Attendance.	Fees paid and due.	On Books.	Entered.	Left.	Total.	Average Daily Attendance.	Fees paid and due.	In Boys on Books.	In Average Attendance.	In Arrears of Fees.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

(Signed)

Visitor.

No. VIII.

Return showing the manner in which the Visitor of the *Sub-division of the*
Division has been employed during the Month ending 185 .

Total Number of Schools Visited.	Number of the School Visited.	Name of Town.	Date of Visit.	Total Number of Visits this Year.	How Employed at the School.	Remarks.
1	2	3	4	5	6	7

(Signed)

Visitor.

No. IX.

Return of Indigenous and Missionary Schools in the *Sub-division of the* *Division.*

Name of City, Town, or Village, in which the School is held.	Name, Age, and Caste of Teacher.	Number of Pupils who attend, and whether Boys or Girls.	School how maintained.	Acquirements of the Pupils.	Name and character of Books issued.	Date of Examination.	Remarks.
1	2	3	4	5	6	7	8

(Signed)

Visitor.

No. X.

Result of the Examination of the School at *Talooka,* *Zillah,*

held on 185 .

Number of Pupils per Register.	Ditto present at Examination.	Classes.	Reading.	Explanation of words and passages.	Writing.	Grammar.	Arithmetic.	Geography.	History.	Algebra.	Geometry.			Regularity of attendance.	General result.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

(Remarks to be written on the back.)

No. XI.

Register of Candidates for Employment as Masters of Primary Vernacular Schools in the Sub-division of the Division.

Name.	Caste.	Native place and present residence.	Age.	Where educated, and how employed up to the present time.	Result of Examination.						Remarks.
					Reading.	Writing.	Arithmetic.	Native Accounts.	Geography.	*	
1	2	3	4	5	6	7	8	9	10	11	12

* For every extra branch of knowledge in which they may be proficient.

No. XII.

Copy of Government Circular, General Department, No. 1732, dated 17th May 1855, appended to the Instructions to Visitors.

" Sir,

" I am desired by the Right Honorable the Governor in " Council to direct your especial attention to the following " extract from para. 98 of the despatch from the Court of " Directors, No. 49, of the 19th July 1854, on the subject " of Education :—

' We desire it should be authoritatively communicated ' to the principal Officers of every District in India, that ' henceforth they are to consider it to be an important part ' of their duty, not only in that social intercourse with the ' Natives of India which we always learn with pleasure ' that they maintain, but also with all the influence of their ' high position, to aid in the extension of Education, and ' to support the Inspectors of Schools by every means in ' their power.'

" 2. His Lordship in Council feels that every local " Officer in this country is now in a position to render " eminent service to the cause of Native Education. The " Collectors and their Assistants, especially, have it in their " power to afford the most valuable assistance ; and Govern- " ment confidently trust that every servant of the State, " whether European or Native, in every Department, will, in " obedience to the injunctions of the Honorable Court, " hereafter regard the diffusion of Education as a chief part " of his official duties, and use his best endeavours to

" support and encourage every measure which may be " adopted for this important purpose.

" I have the honour to be, &c.

(Signed) " W. HART,

" Secretary to Government.

" *Bombay Castle*, 17*th May* 1855."

10. On the 3rd of December the promise conveyed in the last paragraph of the above instructions was fulfilled by the following circular :—

" * 1*st*.—The concluding paragraph of the Circular to " Visitors contains a promise of further instructions as to " the terms on which new Schools are to be established, " and Grants-in-aid allowed, and as to the management of " accounts in this Department.

" 2*nd*.—A draft of rules for Grants-in-aid has been " forwarded to the Supreme Government. Their reply, " however, has not yet been received, and it is therefore " impossible to enter fully into that subject at present.

" 3*rd*.—A scheme of accounts for the Department is also " under consideration, and I trust will be arranged very " shortly.

" 4*th*.—In the mean time the season for travelling has " arrived, and I must request your attention to some points " connected with the institutions of Schools and the ope- " rations of the Department in your Division during the " present year.

" 5*th*.—You have already been reminded that much more " is expected of Inspectors and Visitors under the new ar- " rangement than was expected of Superintendents under " the Board of Education. The functions of the latter

* NOTE.—This is the letter sent to the Inspector Guzerat Division. A similar letter, appropriately modified, was sent to the other Inspectors.

" Officers were in a great measure fulfilled when they had
" encouraged the larger communities to come forward with
" contributions towards new Schools, in such numbers as
" to exhaust the very limited resources which the Board
" could assign in aid of local efforts. Your position is very
" different. One of your first and one of your most im-
" portant duties will be to ascertain, as carefully as possi-
" ble, the extent of Educational provision which alone can
" be regarded as ultimately sufficient for the local wants
" of every District in your Division; and your exertions
" in promoting the institution of new Schools will remain
" imperfect until you shall either have completed that
" provision or been checked by want of funds.

" 6*th*.—I am aware that it is not possible to determine
" with accuracy the real requirements of the country with-
" out an Educational survey and settlement of a special
" character. Up to this time I have not even succeeded
" in obtaining full particulars as to the population and re-
" sources of each village, and the private Educational
" agencies at work in each. When obtained, this informa-
" tion (for your Division) shall be forwarded to you with
" as little delay as possible. In the mean time you will not
" fail to prosecute, and cause the Visitors to prosecute (as
" already enjoined), independent local researches on these
" points. Information so collected may enable us to correct
" inaccuracies or supply defects in the more general state-
" ments which we are to expect from other departments.

" 7*th*.—In attempting to form an estimate of the total
" provision which should be made for Education in any
" District (see para. 14 of Instructions to Inspectors), there
" are two conditions by which you should generally be
" guided,—

" 1. No child should have to go more (at the most) "
" than two miles (one koss) to School.

" 2. There should be one primary School (if possible) "
" for every two thousand inhabitants.

" The former rule will often render it necessary to recog-
" nise School Districts with a population much smaller than
" the number mentioned in the latter rule. I do not see
" how this is to be avoided in remote villages. On the
" other hand, it may not be necessary in large cities, where
" the population is collected into a smaller compass, to sub-
" divide the Districts so minutely, or indeed to have any
" class of separate Schools of a lower grade than the
" ordinary Town Schools elsewhere.

" 8*th.*—All towns, as well as rural Districts, should be
" subdivided into Educational Communes, or circles of the
" requisite size.

" 9*th.*—The classes of inhabitants forming the majority of
" residents should be noted briefly in connection with each
" District.

" 10*th.*—Also the resources of each, in as far as they can
" be ratably computed.

" 11*th.*—Carefully prepared lists should be kept of all
" persons of intelligence and influence in each village,
" with a view to their selection as members of School
" Committees, &c.

" 12*th.*—Some record should be made of the character
" (as regards Education) of all the principal Officers of
" Government—Village and District, hereditary and sti-
" pendiary. This should be as brief as possible, and
" confined to statements of fact.

" 13*th.*—The extent of the allowance in each District on
" account of village expenses should be noted, in order

" that it may be considered whether a small monthly " assignment may be expected from that fund on account " of School contingencies.

" 14*th*.—It should be stated whether any village has " adopted, or is about to adopt, the Municipal Act;* so " that we may judge whether or not there is any prospect " of a Municipal contribution in aid of local Scholarship or " School expenses.

" 15*th*.—You will likewise record in each case whether " or not a Dispensary of any kind is established in any " village, and what provision exists (at what distance) for " medical treatment of any kind.

" 16*th*.—Also whether any Libraries or Museums exist " within or near the District.

" 17*th*.—In defining a School District, much attention " is to be given to the kind of School-house required—whe- " ther kutcha or pucka, size, materials, expense, water, and " shade, play-grounds, &c.; also, to general facilities for " building. It should in every instance be noted how far " the proposed site is removed from the nearest station at " which there is an Engineer Officer, or Native Surveyor, " or a skilled Maistree.

" 18*th*.—The foregoing remarks, it will be seen, apply " immediately to the class of primary, common, or " Village Schools which we desire to introduce into al- " most every inhabited place in the country. But our duties " will by no means be fulfilled in the institution of such " Schools alone. In any national system, a regular gra- " dation is not less necessary than a wide diffusion of " Schools, and such gradation can hardly be said to exist

* NOTE.—Municipal funds cannot by law be applied to Educational purposes.

" at all in this country at present, although in this country
" it is peculiarly required. For there is here a great danger,
" on the one hand, of being too easily satisfied with the
" multiplication of a very inferior class of Schools, just
" adapted to meet and perhaps to perpetuate the tradi-
" tional Educational prejudices of uninstructed men ; and,
" on the other hand, of attempting too hastily to multiply
" English Schools of a high order, and so pitching our
" standard of instruction so far above the level of those who
" are to benefit by it, that we may deprive our institutions
" of their sympathies and support. Both extremes are to
" be avoided only by a just gradation of Schools, and care-
" ful selections of localities for individual Schools of each
" grade.

" 19*th.*—The classes of institutions (exclusive of Col-
" leges) which it seems desirable to provide, may be fami-
" liarly described as, 1st, Village Schools ; 2nd, Town
" Schools ; 3rd, Purgunna Schools ; and 4th, Zillah Schools.

" 20*th.*—The first, as already stated, should be calculat-
" ed in the proportion of one to every 2,000 inhabitants, or
" to every District having a radius of two miles. These
" Schools would have no pretensions to high scholarship.
" That instruction which the agricultural and labouring
" classes generally should have the means of obtaining, or by
" which alone they could really hope to profit, must be of
" the most elementary description. Early and sound moral
" training ; habits of order, cleanliness, and courtesy ; read-
" ing, writing, arithmetic, and accounts ; a general know-
" ledge of geography (especially that of their own pro-
" vinces), with the rudiments of useful knowledge and the
" science of common things, to which hereafter perhaps
" a little singing and drawing may be added, is probably

" all that can be attempted with any prospect of general
" success.

"21*st*.—But although the great majority of every com-
" munity cannot expect to do more than this, still in every
" community there are some who may do more, and should
" have the means of doing it. Out of every three or four
" Village Schools, therefore, one should be constituted a
" Town School by the addition of a superior department.
" The place in which this superior institution should be
" fixed must be selected with a view to general conveni-
" ence. It should be populous, healthy, and central.
" The Town department should be so organised as to
" afford at least two years' full course, in addition to all
" that could be learned in the Village School. It should
" impart more literature, more geography and history, more
" arithmetic and mathematics, with a wider range of general
" knowledge and practical science. In its highest class
" the most promising boys should be enabled at their
" option to begin the rudiments of English. It is not likely
" that they would make any considerable progress in this
" study at such schools, nor is it necessary that they should
" do so. But if their education is not to commence until
" they are (say) seven years old, if three or four years are
" to be passed in the Village School and two years in the
" Town School, they will by this last period have arrived
" at an age beyond which their introduction to English
" should not be deferred, if they are expected to acquire a
" really good and accurate articulation of that language.

"22*nd*.—Next in order above the Town Schools should
" be the Purgunna Schools. Of these there should be
" one at every Thana Station, and, if possible, at every place
" where there is the Court of a Native Judge or a popula-

" tion of 10,000 persons. The highest department of the " Purgunna School should add a two years' full course to " that laid down for the Town School. Its distinctive " character should be, that it would carry its students as far " as existing means permit in the vernacular study both of " literature and science, and at the same time provide for " their English studies, and afford the means of industrial " training, as in trades and agriculture, and the rules of " Judicial and Revenue practice.

"23*rd*.—Above this should come the Zillah English " School, of which there is already one in almost every " Sudder Station, and should be one in every town with a " population of 15,000 or 20,000 persons. In the Zillah " School vernacular studies should not be abandoned, but " a two years' higher and thorough course of English, under " the ablest teachers, should be the leading feature of the " School.

" 24*th*.—In order to preserve such an organisation, and " to secure that the gradation shall be real and not merely " nominal, it will be necessary that the courses of study " (and even the books) for each class and year in each " kind of School should be generally indicated before- " hand, that no pupil should be allowed to pass from one " class into another until he shall be thoroughly instructed " in the studies of the class he is quitting, as proved by " examination, and especially that the standards of quali- " fication for admission to each superior School or Depart- " ment should be clearly defined, and that the examination " to test the qualifications (according to these standards) " of every candidate for promotion should be searching " and practical, and conducted, if possible, by experienced " and independent Examiners. There should be no excep-

" tion to the rule that every pupil wishing to pass into a " higher Department or School must be strictly examined " as to his progress in the inferior departments.

" 25*th.*—I propose to circulate very soon a detailed " scheme of Class books, courses of study, and standards " of examination adapted to the above plan. But in the " mean time I shall be glad to be favoured with any obser- " vations on this subject which may occur to you, or to " any of the experienced Schoolmasters in your Division, " and also with any suggestions which you or they may be " able to offer on the important question of qualified and " disinterested Examiners in connection with each of the " different kinds of Schools.

" 26*th.*—The object of requiring from you, in subor- " dination to your special duties of inspection, a tentative " survey and general estimate of the School provision " required for your Division as above described, is, of " course, that we may from the first begin to work upon a " determinate and comprehensive plan, and that our future " labours may be confined in a great measure to the filling " in of details and perfecting of existing machinery, and may " not include the perpetual reconstruction of the very foun- " dation and framework of the entire scheme.

" 27*th.*—I do not propose that you should enter upon " calculations respecting salaries of Masters and Assistants, " or cost of books and materials, at present. These items " can be computed with great uniformity when the size " of every School (of each kind) and the resources of " every community have once been sufficiently ascer- " tained.

" 28*th.*—You will understand, I am sure, that the re- " searches above indicated are to be pursued in detail only

" when and as it may be possible to adopt such a course " without injury to the more pressing duties which I am " about to describe. Although most important, they are " still, as already observed, in their nature subordinate to " your special duties.

" 29*th*.—There are three objects to which (in addition to " general inspection of Government Institutions), you should " most zealously and immediately apply yourself:—

" 1. To ascertain the existing means of instruction in " each village, distinguishing private Schools from others, " and noting which of the former will probably receive " Government inspection and aid.

" 2. To bring, if possible, all Government Schools exist- " ing on the old system (*i. e.* entirely supported by the " State) under the conditions of the Notification of May " 1854, which requires the local community to bear the " greater portion of the charge.

" 3. To institute new Schools on the conditions of the " Notification.

" 30*th*.—In connection with the first of these heads I " shall merely at present recall your attention to paras. 4 " to 11 of the Instructions to Inspectors, paras. 15 and 16 " of the Instructions to Visitors, and para. 6 of this commu- " nication. I must remark, however, that whenever a really " good indigenous School may be willing to convert itself " into a Government School, on the terms of the Notifica- " tion of May 1854, and with a view to the assistance " therein proffered, such an arrangement should always at " present be encouraged. In that case the future appoint- " ment of Masters and administration of the School would " devolve on this Department, as in other cases.

" 31*st*.—In order to effect the second object, it may be well,

" as the Board of Education suggest (Report for 1854-55,
" para. 23), to commence with the English School, and
" then proceed to the Vernacular Schools.

" 32*nd*.—In your Division there are English Schools at
" Surat, Broach, and Ahmedabad, all maintained on the
" old system. An English School of a partially self-
" supporting character will, I trust, be established ere long
" at Kaira, now the only Zillah Station in Guzerat, or indeed
" in this Presidency, at which there is no provision for
" instruction in English. The present, therefore, appears
" to be a fitting opportunity for some vigorous effort to
" induce the inhabitants of the other and more favoured
" stations to make some becoming exertions in behalf of the
" English education of their fellow-citizens.

" 33*rd*.—You are aware, I have no doubt, that an appeal
" of this kind was made to these communities about two
" years ago by the Board of Education, and that it led to
" no practical reforms. The School Committee from Surat
" reported, after about ten months, that they saw no pro-
" spect of obtaining a sum the interest of which would
" suffice to meet half the monthly charges of the School,
" but that a higher rate of fees might be tried, varying
" (from two rupees to eight annas per month) according to
" the classes attended and resources of the parents. The
" Committee from Broach reported that their efforts to
" elicit contributions had been unsuccessful, and that the
" only means they could suggest for increasing the local
" income was to raise the rate of fees from eight to twelve
" annas per month. It was reported from Ahmedabad that
" only some of the principal Natives subscribed annually for
" three years, each a sum not exceeding 400 rupees, and
" that the Town Wall Fund Committee, to whom an appeal

" was sent for aid, declared themselves unable, from want
" of means, to assist with any contribution.

" 34*th*.—There is one feature in their reports which de-
" serves particular attention. It was urged, I perceive,
" that Government pledged themselves, on the institution
" of these Schools, to maintain them at their own charges,
" provided the inhabitants contribute one-half of the cost
" of a School-house, and levy a fee of eight annas per month
" from the pupils. It is, of course, most desirable that
" nothing should be done which may have even the
" semblance of a breach of faith; and I have to request,
" therefore, that you will ascertain, as fully as possible,
" the nature and the grounds of the objection just referred to.

" 35*th*.—You will also be good enough to inquire, as
" regards each station, what would probably be the result
" of an enhanced rate of fees in the English Schools. As
" at present advised, I am not disposed to suggest an
" increase, but it may be well to elicit the opinion of
" experienced persons on the spot.

" 36*th*.—There seems, indeed, to be a feeling that, in the
" larger towns especially, the higher classes of Natives can
" very well afford to contribute much more largely than
" they do to the support of institutions from which they
" derive such immediate advantages; there is a readiness
" even to acquiesce in a higher rate of fees on the part of
" many parents from whom no donations are to be expected;
" and under these circumstances it may be well to consider
" whether a higher rate of payment should not be received
" monthly from those who can afford it. Eight annas of
" this to be credited as fee, and the remainder as contribu-
" tion to general expenses.

" 37*th*.—I will write to the Judicial and Revenue Au-

" thorities at Surat, Broach, and Ahmedabad, and request " them to assist you to the utmost of their power in your " inquiries and proceedings in these matters; and I trust " that, in communication with them and with other influen- " tial persons, you may succeed in stimulating the inhabit- " ants of these large cities to new acts of liberality and " public spirit.

" 38*th*.—I shall be glad to hear, from time to time, of " your proceedings in regard to these institutions.

" 39*th*.—The Vernacular Schools are next to be consi- " dered. There are, I believe, thirty-six Government " Schools of this description in your Division, all main- " tained entirely at the expense of the State. You will " ascertain which of these can at once be placed on a " partially self-supporting footing, and will strive, with " the aid of all the local authorities and residents whom you " may persuade to assist you, both to effect the immediate " reformation of those which are willing, and to prepare " the way for the early reformation of all the rest. It may " be well to begin with the more populous, wealthy, and " influential communities and those which have shown any " interest in Education. At Kupperwunj, for instance, the " people are reported to have subscribed Rupees 700 for " the construction of a School-house on certain terms. This " is a place, therefore, to which your attention should be " early directed.

" 40*th*.—On this subject, also, I shall be glad to receive " reports of your progress, or disappointment, from time to " time.

" 41*st*.—Your third endeavour, not less arduous or " important than the others, will be the institution of new " Schools on the conditions of the Notification of May 1854.

" 42*nd*.—You will perceive, hereafter, that I do not " propose to apply this Notification in future to any School " without some modification. But, with slight alterations, " it may continue for the present to be applied to all " Vernacular Schools, and may even, *mutatis mutandis*, be " made applicable to English Schools.

" 43*rd*.—It will, however, be necessary to guard against " the supposition that the institution of a School, under the " Notification, pledges Government in any case to bear a " moiety of the charges of the School absolutely *in perpetuum*. " It may be necessary or highly expedient hereafter, under " other circumstances, that the State should reduce its rate " of contribution. Perhaps, however, the present aid might " be guaranteed if the conditions be fulfilled for a term, say, " of ten years.

" 44*th*.—In addition to the Sudder Stations of Zillahs " there are several large towns in your Division at which " the desire for English instruction appears to be consider- " able. You have been furnished with copies of the late " Superintendent's Report, No. 42, of the 15th June last, " and from that you will have perceived that the inhabit- " ants of Neriad did for some time actually engage a " teacher of English, and are considered to be anxious " and able to furnish aid towards a regular School. As " the population of the town amounts to upwards of 20,000, " and as many of the residents are, I believe, both active " and wealthy, early steps should be taken to ascertain " their intentions, and to encourage their exertions in every " way. In like manner, it is represented that Bhownuggur " could well maintain a first-rate English School. I am " aware, however, that your attention has already been " directed to this point, and shall merely, therefore, beg to

" be informed as to the result of your inquiries. There is
" an English School at Deesa, which is said to stand in need
" of assistance. You will be good enough to satisfy your-
" self in regard to it, and to report the result. Will you
" state your opinion also of Gogo as the site of an English
" School, and very particularly of Dholka, the population
" of which seems to be nearly as great as that of Neriad?
" I do not know whether Veerumgaum might not be in-
" cluded in this list with advantage, and even (with a view
" to the future) such towns as Oomrut, Kupperwunj, and
" Jamboosur. In some places, where it might be premature
" to attempt the institution of a regular English School,
" an English class or department of more than ordinary
" proficiency might be attached to the Purgunna School.

"45*th*.—As regards Vernacular Schools, of all classes,
" your most laborious and most important duty will be
" gradually to multiply their numbers, while you watch and
" improve their administration and efficiency. You will
" invite all Collectors and other Public Officers in your
" Division to co-operate energetically with you for this
" purpose, and you will lose no opportunity of stimulating
" the inhabitants of every village with which you can place
" yourself in communication directly or indirectly, to assist
" in the maintenance of a primary School for their children.
" I am aware that the people in Guzerat have not hitherto
" shown much inclination to act with the Officers of
" Government in this respect. But I trust that their hesi-
" tation may be overcome, and that the present season may
" introduce a new order of things and a much more hope-
" ful prospect. In their last Report, the Board of Educa-
" tion could make known that they had received thirty-five
" applications for new Schools in the 1st and 3rd Divisions

" in ten months, and with our increased resources we should " not be satisfied unless we can report the institution of at " least an equal number of new Schools in the Guzerat " Division during the present year.

" 46*th*.—But while you thus endeavour to extend as " widely as possible the system of Village Schools, you will " not forget that the judicious distribution over the country " of Town and Purgunna Schools is likewise a matter of the " utmost importance. You will therefore carefully select " the localities best adapted for these higher institutions, " giving a preference always to towns which are distin- " guished either for wealth and population, or as the head " quarters or central station of a District. Such, in addition " to the towns already named in para. 44, are Mahoonda, " in the Kaira Collectorate, which has a population of " upwards of 10,000 persons, and Sujode and Bardoolee, in " the Broach and Surat Collectorates, which are each of " them the seat of a Moonsiff's Court. No Thana Station " of a Talooka, and no town having upwards of 10,000 " inhabitants, should, if possible, be left without a superior " Vernacular School at the close of the present season. " Preparation should also be made, where circumstances " admit, for the eventual opening, in connection with each " Purgunna School, of an English and Industrial Depart- " ment. Will you be good enough to prepare a list of the " places at which superior Schools would, under these " circumstances, be required ? and also a list of the Masters " who are considered best qualified to take charge of such " institutions ?

" 47*th*.—I have already observed that the Notification of " May 1854 can hardly in future be applied to new Schools " without some modification. The alterations, however,

" should at present be as slight as may be consistent with " efficiency.

" 48*th*.—Up to this time, I believe, the manner of dealing " with petitions for new Schools under the Notification has " varied in different Divisions, and has not been defined " by authority. The petitions did not state the exact " sums for which the different contributors were willing to " be responsible, nor the period during which the responsi- " bility of each was to continue, nor the intervals at which " payments were to be made. It was also the practice, I " am told, to excuse contributors from paying, if, and to " such extent as, the School fees could be made to " meet the disbursements, or even, I fear, if the Master, " with whom the subscribers communicated direct, could " be induced to waive his claim, or a part of it, from an " apprehension that otherwise the School might be closed " altogether.

" 49*th*.—There can be no doubt that an arrangement of " this kind must have opened many doors to abuses. I " have to request your early attention, therefore, to the " following precautionary rules, by which, I trust, you may " find it possible to regulate future proceedings on this " subject. I do not mean that they should be forced upon " any unwilling School at once in such a way as to endanger " its continuance, but every legitimate exertion should be " used to secure their application as early as practicable to " every existing School; and they should, I think, also be " proposed by degrees and with due caution to all new " Schools.

" 50*th*.—Communities desirous of securing the establish- " ment of a Village Vernacular School within their limits " should be required, in the first instance, to name certain

" resident inhabitants as their sureties and representatives " to Government.

" 51*st.*—These sureties should enter into an agreement " (see Appendix A) to the effect that they undertake " (jointly and severally) on behalf of the community,—

" 1. To provide and keep in repair a suitable School- " house and School furniture, and to make it over by " deed for the purpose.

" 2. To pay half the salary of the Master and Assist- " ants.

" *N.B.*—The scales of salaries, &c. which the Board " of Education adopted were confessedly inadequate to " the actual requirements of the Schools. I have prepared " a new scale, but do not annex it to this letter, because " its introduction here would necessitate a new Notifica- " tion and introduce a new (*i. e.* third) class of Schools " prematurely. The scale will accompany the letter " referred to in para. 93.

" 3. To defray all contingent charges. (N.B. See a " proposal in modification of this in para. 54, and a further " proposal in para. 63.)

" 4. To cause each pupil, who can afford it, to pay a " monthly fee, in Village Schools, of one anna, and to " provide himself with the requisite class-books, also " to furnish with class-books all pupils who cannot " afford to purchase them. (N.B. See para. 54 and " para. 63.)

" *N.B.*—In Town Schools or Departments of a " School, the fee should be two annas per month; in " Purgunna Schools, four annas per month; and in " Zillah Schools, eight annas per month.

" 52*nd.*—This memorial or agreement should be forwarded

" to the Visitor of Schools of the District in which the " community may be situated.

" 53*rd*.—That Officer, on receipt of such a paper, should " immediately ascertain, in communication with the District " and Village Officers,—

" 1. That the memorial contains a *bonâ fide* expression " of the wishes of at least a considerable section of the " community.

" 2. That the sureties are men of substance and " respectability.

" 3. That their number is such as to limit the respon- " sibility of each (while all remain in the village) to a " sum not exceeding Rs. 2 per month at most.

" 54*th*.—If this inquiry prove satisfactory, the Visitor " should provisionally accept the offer made by the com- " munity, and, if it be finally accepted, the community will " be entitled to expect,—

" 1. That Government will pay the remaining moiety " of the salaries of Masters and Assistants.

" I am also about to urge the Government to furnish, " during five years, at half price, all Vernacular School- " books, Maps, Diagrams, &c. necessary to the efficiency " of Government and inspected Vernacular Schools. This " would reduce the extra charge on the community, con- " templated in para. 51 Clause 4, to half the value of " Class-books granted to pauper children; and in virtue " of this small extra charge, the subscribers (by acced- " ing to this modification) would secure for all children " attending the School the advantage of Class-books at " half price. To English Schools I have recommend- " ed that Government should for five years supply Class- " books, &c. at the rate of eight annas per shilling at the

" place of delivery. The extra charge to those Schools " on account of supplies to pauper pupils would, there- " fore, be somewhat greater.

" *N.B.*—It may, perhaps, be possible, in many cases, " to give the School a title to some allowance for con- " tingencies from the Village Petty Supply Fund. But, " until exact inquiries on this head have been completed " in each village, it would be premature to suggest expecta- " tions of this kind (but see para. 63).

" *55th.*—When any offer to contribute towards a School " may be provisionally accepted, the Visitor should for- " ward the original agreement to the Collector's Office for " record, place a copy of it on his own record, and transmit " a duplicate copy for the information of the Inspector.

" *56th.*—The Visitor has authority, at the same time, to " suggest the names of those whom he considers best qua- " lified for the offices of Schoolmasters, Assistants, &c. " He should also name for the Village and Town Schools " three persons,—one being the head man of the village (if " he can read and write and is otherwise qualified), one " a resident selected by himself and the Mamlutdar, and " one a resident selected by the sureties,—to constitute " a School Committee for the purposes mentioned below. " He should report what provision is to be made by the " community for a School-house and furniture, and he " should forward the requisite indent for books, &c.

" *N.B.*—Purgunna School Committees should consist " of five members, three appointed by the Government " Officers, and two elected by the sureties ; and Zillah School " Committees, of seven members, four appointed by the " Government Officers, and three elected.

" *57th.*—If all the proposals appear to be regular and

" satisfactory, the Inspector, on receipt of these documents,
" should immediately sanction the opening of the School,
" reporting the same in his monthly statement. He should
" appoint a proper School Committee, Masters, and, if
" necessary, Assistant Masters. He should send on the
" the usual indents for books, &c. in order that they may be
" complied with; and, in short, he should take all steps
" that may be necessary to secure to the contributors the
" earliest advantages of their liberality.

" 58*th*.—When arrangements for the opening of a
" School are thus completed, the Visitor should instruct
" the sureties to pay regularly to the Mamlutdar, and the
" Mamlutdar to receive regularly from the sureties, annually
" or quarterly, in advance, the sums due on account of the
" local contributions to the School.

" 59*th*.—The Collectors will be requested to instruct all
" Mamlutdars to receive School contributions in this
" manner hereafter.

" 60*th*.—When a School is opened, the Master should
" receive in advance from each pupil a fee of one anna per
" month, which he should place to the credit of the School.
" The total fee collections of each month should be regularly
" paid over by the Master to the Mamlutdar on the tenth
" day of the same. Any pupil to whom, or to whose
" parents, the payment of the above fee would be a hard-
" ship, should be allowed to represent the circumstance
" to the Committee, through the Master, and the Com-
" mittee, after inquiry into each case, should decide
" whether or not any applicant may be entered as a free
" pupil.

" 61*st*.—I shall be glad to be favoured with your opinion
" (after due inquiry and consideration) as to the propriety

" of permitting hereafter the levy of School fees at higher " and lower rates than one anna per month from Students " who may be in a position to pay more or less than that " sum without difficulty. In the absence of a general rate, " there are strong reasons why every one should be required " to contribute in some degree, if it be only to the extent of " one anna per quarter, towards the maintenance of a " School in which his children are receiving instruction; " and, without entering at present on the comparative " advantages of rates and fees as permanent sources of " School income, I should be glad to receive such informa- " tion as you can readily afford in elucidation of the " particular question just stated.

" 62*nd*.—The practice, according to which one-half of the " fee collections has hitherto been appropriated to the " Master of any School reported to be in a satisfactory " condition, and the other half to the repair of School- " houses and to miscellaneous charges, should, I think, as " soon as possible, be universally discontinued. It is no " longer applicable to the same extent as before, since the " Masters have been admitted to the benefits of pension. " Any stimulus to activity on the part of Masters which " the annual gratuities may have supplied may, moreover, " be gradually and most beneficially superseded by a " system of salaries graduated according to numbers of " pupils under tuition, and by merited promotions through- " out all grades of the Department.

" 63*rd*.—School collections should henceforth be devoted, " whenever and wherever such an alteration can be intro- " duced, first, to the purchase of books to be lent to poor " children; second, to the provision of prizes and scholar- " ships; third, to school contingencies; and fourth, to the

" completion of Reading and Consulting Libraries, School " Museums, and apparatus or furniture generally.

" 64*th*.—You will be good enough, after careful inquiry, " to report each instance in which this arrangement may " be acted upon with advantage.

" 65*th*.—Scholarships to be gained in Village and " enjoyed in Town Schools should not in value exceed " Rs. 3 per month each, nor should there be more than one " annually for each Village School. They should not be " tenable for a longer period than two years.

" *N.B.*—Scholarships to be gained in Town and " enjoyed in Purgunna Schools should not in value exceed " Rs. 4 per month, nor in numbers for every 50 pupils in " the Town School. They should not be tenable for a " longer period than two years.

" Scholarships to be gained in Purgunna Schools and " enjoyed in Zillah Schools should not in value exceed " Rs. 5 per month, nor in number 3 per cent. of the " pupils in the Purgunna School. They should be tenable " for two years.

" Scholarships to be gained in Zillah Schools and enjoy- " ed in the Colleges should not in value exceed Rs. 7 per " month, nor in number 3 per cent. of the pupils in the " Zillah School. They should be tenable for three years.

" 66*th*.—All arrangements relative to the providing and " repairing of School-houses, to supplies of School-books, " and to School contingencies, should be made in the outset " by the Visitor and the Sureties direct.

" 67*th*.—When the School is opened, all supplies should " at once be forwarded by the Visitor to the Master, " who will be responsible to Government for their due " application.

" 68*th.*—The School Committee (who will thencefor-
" ward be generally responsible both to the contributors
" and to Government) must have free access to the accounts
" and ordinary records of the School.

" 69*th.*—This Committee should meet in the School-
" house for the despatch of business on the afternoon of
" the last Saturday of every month. If any of the princi-
" pal Native holidays fall on the last Saturday, the Meeting
" should take place on the Friday preceding.

" 70*th.*—The Committee, at each Meeting, should ap-
" point one of their members to be Visitor for the ensuing
" month. This person should visit the School at least once
" a week, sometimes a few minutes before the hour of
" assembling, and without giving previous notice of his
" intentions. He should regularly note for consideration
" at next Meeting, on a blank column of the School Register,
" the result of his weekly examinations.

" 71*st.*—A deputation of the Committee should be present
" and assist at all examinations for Prizes, Scholarships, &c.

" 72*nd.*—The Committee should pronounce upon all
" recommendations of the Master for the expulsion of pupils,
" all applications for admission to the School, and for
" exemptions from payment of fees or payments for books.

" 73*rd.*—They should be at liberty, and should be ex-
" pected, to make general suggestions for the improvement
" of the School.

" 74*th.*—Above all they should be zealous in visiting
" the parents of the pupils, encouraging those whose children
" are making satisfactory progress, and advising those
" whose children are idle, uncared for, or irregular in at-
" tendance. They should also visit those parents who do
" not send their children to any School, and reason with

" them on the advantages to themselves and their children " which they are thus neglecting.

" 75*th.*—They should at all times exert themselves to " encourage the grant of donations, subscriptions, &c. to " the School.

" 76*th.*—The composition and proceedings of these " Committees should be very closely scrutinized and re- " ported by the Visitors in the course of their periodical " tours; and the Inspectors also should be careful to obtain " as full information as possible in regard to each of them, " and to bring regularly to notice any uncommon instances " either of zeal or indifference in any quarter.

" 77*th.*—Copies of your notes relative to the proceedings " of each Committee should be furnished to the Collector " for his information. I will request Government to in- " struct the Collectors and their Assistants to visit all Schools " during their annual tours, and to present in local Durbar, " to such Presidents of Committees as in your opinion and " theirs may be deserving of reward, a Turban, or other " mark of distinction and acknowledgment.

" 78*th.*—The School accounts, records, and correspond- " ence should be in the immediate charge of the School- " master. He will communicate in respect to accounts with " the Mamlutdar direct, and direct with the Visitor on all " other matters.

" 79*th.*—All applications for remissions of payment of " fees, or for free supplies of books, should be presented in " the first instance to the Schoolmaster, who should lay " them before the Committee if they appear to be deserving " of notice.

" 80*th.*—Applications for such remissions should be in " writing, in the Form laid down in Appendix B. If granted,

" the order allowing the remission should be signed by the " Patel (as Chairman of the Committee), and countersigned " by the Master. A monthly statement of remission, signed " by the same parties, should be included in one column of " the monthly statement, to be forwarded to the Visitor for " information. All Visitors and Inspectors should take " every precaution to assure themselves that the privilege " of granting free admission and supplies of books to indigent " scholars is not abused by any of the Committees in their " respective Districts.

" 81*st*.—Every Schoolmaster should be active in visiting " the parents of all children in his School, in order to " encourage those who are careful, and to advise others. " He should also visit those parents who do not send their " children to any School, and point out strongly the ad- " vantages they are thus neglecting.

" 82*nd*.—Every Schoolmaster should likewise endeavour " to keep an accurate register of all heads of families in his " village or District, and of all children between the ages of " five and fifteen (see Appendix C). These registers should " be periodically inspected and reported upon by the Visitors.

" 83*rd*.—The Master should of course pay strict attention " to the personal cleanliness and behaviour of the pupils, " and should immediately check all improper practices.

" 84*th*.—You will impress upon all the Masters in your Di- " vision that corporal punishment should not be resorted to.

" 85*th*.—If the arrangement as to fees, proposed in para. " 63, be introduced, I will request Government to permit " you, during your tours, to present, in the presence of the " Committees and pupils, and parents of pupils, to any Masters " who may appear to the Visitors and yourself to be espe- " cially deserving of commendation, some honorary reward,

" of the same nature as that which the Collectors and their " Assistants should, I think, be empowered to confer on the " more meritorious Presidents of local Committees. (See " para. 77.)

" 86*th*.—All Schools should be open daily (except " Sundays and holidays) from 7 to 10 in the morning, and " from 2 to 5 in the afternoon. There should be no after- " noon lesson on Saturday.

" *N.B.*—In large towns the School hours may, if deemed " expedient, be fixed at 10 to 1 and 2 to 5.

" 87*th*.—The following should be allowed, in addition to " Sundays and Native holidays, in all Schools,—Christmas " Day, New Year's Day, Good Friday.

" 88*th*.—All children who can afford it are to provide " their own books, slates, &c. Children who cannot afford " to purchase these articles must be provided with them " by the School authorities. The Master will be careful " that every pupil is furnished with a complete set of " books and materials.

" *N.B.*—If there be in any class two or three boys of the " same family, one Grammar or other book, the lessons from " which are to be learned at home, may suffice for them.

" 89*th*.—An inventory of the class-books, slates, &c. " belonging to each School, should be kept by the Master, " examined by the Committee, and occasionally inspected " by the Visitor.

" 90*th*.—I have already, in para. 17, requested your parti- " cular attention to the subject of School-houses, in connec- " tion with Schools to be hereafter instituted. I must now " beg that you will be very particular in describing all " existing School-houses. The length, breadth, and height " of the building, and of each room; whether upper-storied

" or not; of what materials constructed; in what state of
" repair; whether handsome in appearance; whether it
" has any room of the nature of a gallery; is well lighted,
" well ventilated, well drained; central; well supplied
" with water; whether in the middle of a play-ground, and
" of what nature; whether capable of enlargement; whose
" property; value; &c.; with suggestions for improvements.
" Among other matters in regard to which I should be
" glad to have your opinion, is the propriety of requiring
" each School to be provided with a clock (without which
" regularity of hours can hardly be expected), a bell, and,
" in large towns especially, a thermometer, as an index of
" temperature in which young children are required to pass
" their days.

" 91*st*.—Will you also be careful to describe what is, and
" what in your judgment ought to be, the general allowance
" of School furniture for institutions of every grade, includ-
" ing benches, desks, slates, black-boards, globes, planet-
" aria, maps, diagrams, &c.?

" 92*nd*.—Also I shall hope to be particularly informed
" as to the state and requirements of each kind of School
" in respect to books, both for reference and general reading,
" and for class-books. Lists of School Libraries for the
" different kinds of Schools, and lists of class-books of sorts,
" which should be provided for each kind of School in
" proportion to the number of pupils, are under preparation.
" But I shall be glad to be favoured with the results of
" your experience and inquiries.

" 93*rd*.—As regards Masters and Normal instruction,
" including the important question of Monitors, Pupil-
" teachers, and Assistant Masters, I trust to address you
" again very shortly.

"94*th.*—I shall expect particular information and "suggestions as to Infant Schools, Girls' Schools, Low "Caste Schools, as well as Evening and Industrial Schools "and Classes for adults in your Division.

"95*th.*—It is indeed one of the objects for which, in this "country, we must labour with the most incessant solicitude, "that every kind of School, from the lowest to the highest, "shall offer to those who attend it some better means of "preparing for the practical business of life than was "offered to their fathers before them. It is not impossible "to effect this. But it can be effected only by ascertain- "ing generally the callings to which particular classes of "pupils in particular localities are actually destined, the "manner in which these callings are practised in those "communities, the improvements which may be suggested "and achieved in connection with them, and the means "which seem best adapted to secure this result. Statements "of facts collected with a view to the illustration of this "principle would be very valuable, and should be con- "stantly supplied.

"96*th.*—I should also be glad to receive occasional "suggestions relative to physical education, athletic "exercise, and all that is conducive to grace or strength of "body, and to general health and activity.

"97*th.*—Also lists of persons competent and anxious to "translate works of interest or reference into any of the "Vernacular languages, whether they be employed in this "Department or any other, or engaged in independent "pursuits. In each case the particular kind of work which "the person is qualified and willing to translate should be "specified carefully.

"98*th.*—I need hardly perhaps remind you that one of

" the Quarterly Reports called for in para. 3rd of my letter " No. 46, of the 21st May last (compare para. 5 of my " letter No. 207, of the 7th July following) was due on the " 1st instant.

" 99*th.*—Will you kindly forward to me a statement, " showing (as regards each School) whether any and how " many Scholarships would at once be available if, and " where, the modifications above proposed in the appro- " priation of fees can be readily adopted ?

" 100*th.*—I have not deemed it necessary to make " special allusion to your duties in connection with the " examination of existing Government Schools. That, of " course, is a primary function of your office, and indispen- " sable condition of success. You are, however, well " aware of this, and will conduct your inquiries, I am sure, " in a searching and practical manner.

" 101*st.*—You are also aware that you should examine " in a similar spirit all such independent Schools as may " be willing to admit your inspection.

" 102*nd.*—The Visitors have already been enjoined to " examine carefully all Masters of indigenous Schools " who may not object to the ordeal. You will be careful " to ascertain that they are acting up to this injunction, and " to report from time to time the result.

" 103*rd.*—In recording your opinion as to the kind of " instruction imparted in different Schools, I beg that you " will note very particularly in each case, not only the " amount and accuracy of the mere information imparted, " although that is of the greatest moment, but also the " extent to which a habit and power of independent thought " has been educed, and the degree in which a true love " of knowledge and admiration for all that is good and

" great seems to have been implanted in the hearts of the " pupils."

"APPENDIX A. (Para. 51.)

" We of are jointly and severally " bound to Government in the sum of Rupees to " be paid to Government, for which payment we bind " ourselves firmly by these presents, sealed with our seals, " dated this day of in the year " of Christ one thousand eight hundred and fifty .

" Whereas the inhabitants of Mouzé " Talooka Zillah are " desirous of securing the establishment of a School within " their limits, subject to the Director of Public Instruction, " and as such object cannot be attained unless security is " given for the fulfilment of certain conditions hereinafter " mentioned, the above bounden " who are respectively inhabitants of the said Talooka, and " interested in the welfare thereof, have agreed to become " security for the due performance of the said conditions.

" Now the condition of the abovewritten obligation is " such that, if for the space of years " the inhabitants of Mouzé Talooka " provide, maintain, and keep in repair a suitable building " within the limits aforesaid, and devote the same to the use " of the School to be established there, under the directions " of the Director of Public Instruction, and provide proper " furniture for the use of the said School, the whole to be " to the satisfaction of the said Director; and if the said " inhabitants pay one-half of the salary payable to the " Master of the said School and his Assistant, the amount

" whereof is to be fixed by the Director of Public Instruc-
" tion, and if they pay such moiety of the salary to the
" Mamlutdar of the said Talooka quarterly or annually in
" advance, and if they defray during the period aforesaid
" all charges (except the other moiety of the salary pay-
" able to the said Master and his Assistant) contingent upon
" the establishment and maintenance of the said School,
" and if the parents or guardians of each pupil attending
" the said School, who, in the opinion of
" can afford to do so, pay a monthly fee of annas
" to the and provide such pupils with the class-
" books requisite according to the rules of the said School;
" then the abovewritten obligation to be void and of no effect,
" otherwise to be and continue in full force and virtue."

" APPENDIX B. (Para. 80.)

" As my poverty is such that I am quite unable to pay
" the ordinary School fee of per month on ac-
" count of my I beg that you will recommend
" the School Committee to admit my to the
" School as free pupil, from the
" I also beg, for the same reason, that you will recommend
" the Committee to supply my with
" copies of the requisite class-books. I will pass my
" receipts for the same, and will use my best endeavours
" to prevent their being damaged in any way, and to ensure
" their restoration at the end of

" The Patel and can certify to the truth of the
" statement as to my circumstances, which I have made
" at the commencement of this application."

APPENDIX C. (Para. 82.)

Schoolmaster's Register of Families.

Number of Houses.	Number of Families.	Number of Individuals.		
		Male.	Female.	Total.

Schoolmaster's Register of Children.

* Under 2 Years of age.		* Under 5 Years of age.		* Under 7 Years of age.		Under 10 Years of age.		* Under 14 Years of age.		Under 16 Years of age.		* Under 20 Years of age.		Above 20 Years of age.	
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.

" The columns marked thus* correspond with those in " the general Census forms.

" A Register of Low-Caste Families and Children should " be kept separately, in two similar Forms."

11. These elaborate instructions, which received the approval of Government on the 10th and 31st July 1855 and 29th January 1856, exhibit, in a comprehensive form, my Predecessor's conceptions of what the Educational system of the Presidency ought to be when perfectly organised. They lay down a scheme, which, though far in advance of existing facts, and in some respects perhaps over minute, yet furnishes a standard of permanent value, to be kept in view in all our future operations, and not be departed from except after the most serious consideration.

12. Among the important orders issued during the year, I may mention Government letter No. 4002, dated 19th September 1855, which allows a limited supervision to be exercised by the Educational Inspectors over Schools in Political Districts in this Presidency, provided the Inspectors are careful always to act in communication with the Political Authorities.

13. An order, issued by my Predecessor, on the 25th August 1855, cancelling a former order by the Board of Education, seems to involve so important a principle, that it cannot be passed over in this Report.

14. Some time in July 1855, Mr. Charles Foghill, Band Master of the 24th Regt. N. I., resident at Ahmednuggur, addressed the following application to my Predecessor :—

" I sincerely hope you will pardon the liberty I take in " addressing you. I would wish to acquaint you that my " little boy is attending the Government School, and has " to pay Rs. 2 monthly for his admittance; and my pay

" is very small, Rs. 90 per month, and a family to " support. I would feel thankful if you would kindly allow " me to pay the same for him as the other boys, which is " 8 annas per month. There are Native boys whose parents " are in the receipt of three or four hundred rupees per " month, and only pay 8 annas per month. By kindly " giving an order that he should be admitted in the School " on the same terms as the other boys, I should feel ever " thankful for your kindness."

15. My Predecessor, on inquiry, discovered that a rule, which requires Europeans and Indo-Britons to pay a fee of Rs. 2 at the Government English Schools, while Natives pay 8 annas only, had been advisedly laid down by the Board of Education on the 6th May 1847.

16. Previous to that date the Board's rule for the admission of boys to their English Schools ran thus :— " Candidates for admission must have a competent know- " ledge of *their own Vernacular language;* be able to write " the current hand in which business is transacted; and have " a knowledge of Arithmetic as far as the Rule of Three."

17. By a narrow and forced construction, as it seems to me, this rule was interpreted to exclude Europeans and Indo-Britons altogether from the advantages of Government English Schools. On a representation of the hardship of such total exclusion, the Board, in May 1847, made the following concession: Europeans and Indo-Britons might be admitted on the payment of a quadruple fee. " Euro- " pean or Indo-British candidates may be admitted on the " recommendation of the School Committee, provided they " are under fourteen years of age, are able to read and " write, and know the common rules of arithmetic; and each " pupil thus admitted shall pay a fee of Rs. 2."

18. The reasons for making this distinction between the two classes are set forth in the following Minute by Sir Erskine Perry, then President of the Board of Education, which was concurred in by the other Members of the Board, save Dr. McLennan, who entirely differed on the subject from the President:—

"Minute by the Honorable the President.—Before I "adopted the Secretary's suggestions, I would add to it a "payment of at least Rs. 2 a month for European children. "We have long recognized the principle of the expediency "of making a money payment a *sine quâ non*, but we are un- "willing to make it more than almost nominal in the case of "Natives, because we are introducing a new system amongst "them, and are obliged to conciliate their prejudices.

"But this principle does not operate with Europeans, "who are fully alive to the advantages of Education. "Besides which, I do not think it is at all desirable to "educate European paupers above their station in life. "We are desirous of fitting Natives of good caste and of "the superior classes for higher situations in life, and I "should be very sorry to see children of Conductors and "Half-castes putting them out. At the same time, if "European parents are able and willing to pay what the "Education of our Government Schools is worth, they "ought undoubtedly to be admitted to the advantage of "them. My own notion is that Europeans should pay at "the Mofussil Schools Rs. 5 a month, and at the Institu- "tion Rs. 10."

19. From the date of the Board's resolution up to Mr. Foghill's application to Mr. Erskine in 1855, European and Indo-British children paid the fee of Rs. 2 for admission to Government English Schools.

20. On discovering these facts, my Predecessor immediately assented to Mr. Foghill's application, and cancelled the Board's rule in every Government English School. The same fee of 8 annas is now required from Europeans and Natives.

21. It does not appear on what reasoning my Predecessor's decision was founded, but I cordially concur in its justice, and trust that Government will take the same view.

22. It seems to me that nothing short of an express Government sanction would have justified the Board in framing a rule designed to favour any one class of the community at the expense of others, but the Board's rule appears as indefensible on principle as it was unauthorised in fact.

23. Sir Erskine Perry first argues that Europeans and Half-castes ought to pay a fee four times, or even ten times, as high as that paid by Natives, because the former are presumed to value education more than the latter do. Such a maxim carries its own refutation; it lays down a rule which cannot possibly be applied to Schools supported by the State. Parsees notoriously value education more than Mahomedans, Brahmins more than Coonbees; but even Sir Erskine Perry would see the error of endeavouring to adjust the scale of School fees to the value which these several classes put upon instruction. A person who opens a School on speculation may adopt this system with success; but the policy of a Government must be kept distinct from the practice of retail traders.

24. Sir Erskine Perry then lays down a second proposition, which is inconsistent with his first, but, as it appears to me, equally unsound in principle. It amounts to this, that the rules of Government Schools should be so framed

as to admit certain classes, whom it is particularly desirable to educate in order to fit them for higher situations in the world, namely, Natives of good caste and of the superior classes, and to exclude the poorer members of another community, namely, Christians, whom it is not desirable to educate above "their station in life."

25. Such maxims may be conscientiously adopted by a private person. I do not say that they are in themselves illiberal or unwise; but the administrator of State Education cannot properly be guided by them. The fee of a State School once fixed must remain the same for all. Poverty and talent may perhaps plead a special exemption, and public or private liberality may institute benefactions for the maintenance of "poor Scholars," but Government will draw no distinction between its subjects founded on caste,* or religion, or social rank; least of all will it tolerate the establishment of a rule whose irregular partiality shuts the School door to one because he is "fully alive to the advantages of education," and opens it to another because he is of "good caste" or belongs to "the superior classes."

II.—*Operations of the Director.*

26. The operations of the Director during the year are thus described by Mr. Erskine:

"While in Poona during the rains, and while on Circuit "in Guzerat, I was able personally to visit many Schools "and institutions of all kinds. During the last three or "four months I have been so engrossed with office work "that my visits have been almost, I may say altogether, "suspended. I regret this extremely, but cannot charge

* NOTE.—I regret to say that, in the present state of Native feeling, it has not been found possible to adhere rigidly to this principle, but I hope that the exceptional cases will shortly disappear.

" myself with the least negligence or remissness in the " matter. The whole of my time has invariably been " devoted to the business of the Department, which has " increased inordinately, owing, among other things, to " the control which is now for the first time being exer- " cised from a distance over the proceedings of this Govern- " ment."

PROCEEDINGS OF INSPECTORS AND VISITORS.

27. *Presidency Division.*—The Educational Inspector (Dr. Harkness) of the Presidency Division was unable to visit the Districts this season. As showing the influence of the Educational machinery at work in his Division, he communicated to the Director of Public Instruction the following extract of a letter from Captain Walker, the Superintendent of Police, Tanna:—

" As an instance of the anxiety of the boys to avail them- " selves of the blessing of Education, now for the first time " placed within their reach, I may state as a most gratifying " fact, brought to my notice when at Khodale, that two " boys at that School had absolutely starved themselves " some days in order to force their fathers to comply with " their repeatedly-urged request to be allowed to go to " School."

28. Captain Walker elsewhere states that " the parents " have some superstitious ideas connected with education, " believing their children, when enlightened, would die " earlier than if left in total ignorance."

" Another instance (says Dr. Harkness) was brought to " my notice only a few days ago. The Visitor, Tanna " Collectorate, reports that the inhabitants of the village of " Ravey, an agricultural tribe of the Agri caste, were, only

" a few months ago, sadly addicted to intemperance, and " were in consequence in the greatest misery.

" But they have lately, it appears, been reclaimed from " this bad habit through the influence of one man, the " Mahalkuree of Sai, and they are now sober and industrious " people, and have lately petitioned for a School for the " education of their children, agreeing to provide a house " and pay half of the Master's salary."

29. No special report has been received of the proceedings of the Visitors in the Presidency Division.

30. *The Dekhan Division.*— The Inspector of the Dekkan Division, Dr. Seaward, was advised of his appointment, May 23rd, 1855, while at Kurrachee, which he left on the 6th June following, and on the 11th of July arrived at Poona, having stopped some time in Bombay to confer with his brother Inspectors respecting future operations.

31. After examining the Government Vernacular, Indigenous, Female, and other Schools at Poona, he proceeded to make the circle of the Poorundhur Districts, but met with a serious accident at Sassoor, in the month of August, which rendered him quite incapable of carrying on his work.

32. In the interval of Dr. Seaward's illness, which lasted five months, the general duties of his office were performed by Major Candy. He himself resumed charge (January 31st) at Vingorla. Thence he went to Belgaum and to Dharwar, where he made the tour of the surrounding districts. From Dharwar, returning by Belgaum and Kolapoor, he took up his head quarters at Sattara.

33. In the course of this tour five English Schools were examined, besides a number of Government Vernacular, Indigenous, Missionary, and other private Schools.

34. The Visitor of Schools in the Ahmednuggur and Khandeish Collectorates (Rao Saheb Bhaskar Damodhur) assumed charge of his duties June 16th, 1855. From November 14th to May 30th, 1856, he was engaged in inspecting the Schools in the two Collectorates, which together include an area of not less than 26,675 miles, and are divided into 31 Talookas. In the course of this tour the Schools of 26 out of the 31 Talookas were inspected.

35. The operations of this Visitor deserve special remark, on account of the large number of Schools established by him on the "partially self-supporting system." 55 Murathee and 29 Hindustanee Schools were thus founded or sanctioned in the course of the year, a number far in excess of any other district. This exceptional fact testifies to the zeal of the Visitor more certainly than to the enlightenment of the people. The progress is too rapid to be perfectly relied on.

36. Arrangements have already been made for opening 37 of these Schools, and all the rest will be in operation before the end of June 1856.

37. The visitor of the Poona Sub-division (Rao Saheb Mahadeo Govind Shastree) visited and examined more than 120 Schools under Government and 71 indigenous Schools. The number of Scholars in the Government Schools in this Sub-division increased during the year from 4,788 to 6,910.

38. The Visitor of the Dharwar Sub-division (Mr. Baker) passed over, in the course of his tour, 1,250 miles of ground. He examined 36 Government Schools, being all that are in the Sub-division, and about 80 indigenous Schools.

39. A report on Education in the Dekkan Division, by the hand of Captain Lester, appears in the Appendix, marked [E].

40. *The Guzerat Division.*—The Educational Inspector of the Guzerat Division (Mr. Hope) took up his appointment May 20th, 1855 ; and after a short excursion to Surat, to receive charge of the second Division from the former Superintendent, repaired to Bombay, where he passed the Monsoon in endeavouring to qualify himself for the duties of his appointment, and also, by the special order of the Director of Public Instruction, in making efforts to promote education in the Portuguese community of Bombay. Mr. Hope entered on the more active duties of his office in October of the same year, when he proceeded by Surat and Broach to Kattywar on a tour of inspection. From Kattywar he went northwards to Deesa, visiting the Pahlunpoor Superintendency, and passing on to Mount Aboo, where he inspected the School established by Sir Henry Lawrence for Orphans and the Children of European Soldiers. The Inspector returned through the Mahee Kantha and by way of Edur to Ahmedabad, where he arrived in February 1856. The next two months were spent in endeavours to get up new Schools in the Ahmedabad and Kaira Collectorates, and in examining Schools in the Rewa Kantha.

41. In the course of this tour the Inspector travelled a distance of nearly 1,500 miles, inspected 7 English and 57 Vernacular Schools, besides a great number of indigenous and unallied Schools. Prizes were distributed to the value of Rs. 1,915-13-0.

42. The Visitor for Ahmedabad and Kaira (Rao Saheb Pranlal Mathuradas) and the Visitor for Surat and Broach

(Mr. Graham) proceeded to their respective districts in November, immediately after joining their appointments. They were chiefly occupied in getting up new Schools on the "partially self-supporting system."

43. The Superintendent of Schools for Kattywar (Rao Saheb Bhogilal Pranvulubdas) went out on circuit in October, and resumed his duties as Head Master of the Rajkote English School in January 1856.

III.—*Schools, &c. under the Department.*

44. It may be convenient here to interpose some notice of the superior Educational Institutions of the Presidency which are considered to be under the immediate supervision of the Director of Public Instruction. I shall then consider the subordinate Schools which are under the immediate care of the Inspectors.

45. In this Presidency there are two Colleges for general Education, the Elphinstone and the Poona Colleges, and one, the Grant Medical College, for professional Education.

46. *Elphinstone College.*—The Staff of this College on the 30th of April 1856 will be found in the Appendix [A].

47. At the beginning of the year under report there were 102 students in the College. At the end of the year this number had shrunk to 82. The cause of this diminution of numbers is clearly traceable to the unfavourable criticisms recorded by the Government Examiners, whose Reports were laid before Government with my Predecessor's letter No. 562, dated 31st March 1856.

48. The papers relating to the Examination referred to, and which have already been printed by order of Government, contain so full an account of the history and state of

the College during the year, that I think it is unnecessary to add any further remarks on the subject.

49. *Poona College.*—For the like reason I abstain from making any remark on the history and state of the Poona College, which have been amply treated of in the printed correspondence relating to the Examination of 1856. The staff of the College on the 30th April will be found in the Appendix [B].

50. *Grant Medical College.* — A full report of this College for 1855-56 is printed in the Appendix [G], and calls for no observations here.

Government Schools.

51. I proceed to give an account, which is neither as accurate nor as comprehensive as I could wish, of the Schools existing in this Presidency at the end of the year under report. A broad line of distinction separates those which are wholly or partially supported by Government from those which are exclusively maintained by private resources. Of the former class again some Schools are purely Governmental Institutions, others are managed by private persons, but are subject to Government inspection as the condition of their receiving aid from the public purse. It is to this latter division of Schools that the Grant-in-aid system is exclusively applicable, but even in the State Schools the principle of co-operation between the Government and the people has been introduced as far as possible. This policy dates from May 1854. Previous to that date all "Government Schools" were entirely supported by assignments from the Annual Educational Grant. It would have been impossible to establish Schools in any other way. The people undervalued or suspected education, and it

would have been lost labour to invite them to found Schools for themselves. At first, therefore, it was absolutely necessary to pay the entire expenses of every School opened by the Board. But this state of things could not continue. The funds at the disposal of the Board were limited. The expenditure began to exceed the amount of the grant; all further expansion became impossible; and for two years, from 1852 to 1854, very few new Schools were opened.

52. On the other hand, it became clear that Education had really struck root in the country; that the people had become in some measure alive to the benefits of having Schools established; and, in short, that the time had come when it was safe to call upon them to contribute their share to the Government expenditure. At this time also (May 1854) the Court of Directors had recently sanctioned an increase to the Educational Grant, and the Board were enabled to issue a Notification to the effect that they were ready to receive applications from such Towns and Villages as might be desirous of having a Vernacular School established, on the following conditions:—The people were to pay half the salary of the Master, provide and keep in repair a suitable School-house and furniture, and defray all contingent expenses. This experiment has met with a certain success. There were, at the end of the year 1855-56, 78 Schools established on the "partially self-supporting system," 53 of which were opened in the course of the year. It has already been seen that, under the instructions issued by my Predecessor, one of the principal duties of the Educational Inspectors was to persuade the people to apply for a School under the terms of the Board's Notification of May 1854. Assistance has been rendered on the same

principle to communities desirous of establishing English Schools. Thus the Government Schools in the Presidency may be distinguished as the "old," entirely maintained by public money, and the "new," or partially self-supporting.

53. On a different principle of division the Government Schools may be classified as "English" and "Vernacular," according to the language in which instruction is conveyed.

54. "English" Schools, again, may be distinguished accordingly as to whether or not they educate up to the College entrance standard.

55. A somewhat indefinite line on the other hand separates the *superior* from the *inferior* "Vernacular" Schools.

56. *English Schools.*—Only four English Schools can pretend to educate boys up to the College entrance standard, namely, the School departments of the Elphinstone and Poona Colleges, and the Government English Schools at Surat and Ahmedabad.

57. Particulars respecting the College Schools will be found in the Appendices [A] and [B]. Up to the end of the year under report, it must be confessed that the state of these establishments was not satisfactory. The absolute necessity for introducing European teachers had become very apparent. I do not wish to throw any slight on the Native Assistant Masters, many of whom are clever and industrious men, with a great deal of general information, but they cannot fairly be expected to teach the English language in a thoroughly efficient manner; and without the possession of thorough English scholarship the student is at a sad disadvantage when he enters upon the higher studies of a College. My next Report will contain a more encouraging account of both the College Schools.

Surat English School. Founded 1842.

Establishment on the 30th April 1856, entirely supported by Government.

Name.	Office.	Salary.		
		Rs.	*a.*	*p.*
Mr. J. Graham	Head Master	350	0	0
Nundshunkar Tooljashunker ..	1st Assist. Master.	80	0	0
Pheroshaw Nusserwanjee	Assistant Master ..	40	0	0
Dhunjeebhoy Dorabjee	Ditto ..	30	0	0
Nurhurram Nurbheram	Ditto ..	20	0	0
Navalram Luxumeeram	Ditto ..	20	0	0
Maneckjee Cowasjee	Ditto ..	20	0	0
Hurdeeram Anooprum	Ditto ..	15	0	0
Jewachram Satvutchram.....	Ditto ..	15	0	0
Nusserwanjee Merwanjee	Ditto ..	10	0	0
Muncherjee Byramjee.....	Clerk	10	0	0
One Chowkidar	.....	6	0	0
One do.	.....	4	8	0
		630	8	0
House Rent.....	.....	30	0	0
	Total.. Rs.	660	8	0

58. Mr. Graham has had charge of this School since February 1850. At that date there were 273 pupils, and this number has steadily increased year by year to the present large number of 418.

59. In 1854 the School was examined by Dr. Harkness, whose report, on the whole, was favourable, especially with respect to the Mathematical proficiency of the pupils.

60. In the month of May 1856 the School was inspected, examined, and elaborately reported on by Mr. Hope, Educational Inspector Guzerat Division. His report is in the Appendix. The general result may thus be stated.

The 1st (or highest) Class had studied McCulloch's Course of Reading, Physical and Political Geography, and Use of the Globes; Murray's History of India, Goldsmith's History of England, Taylor's Ancient History; Chambers' Matter and Motion; Clift's Political Economy; Algebra to Quadratic Equations, Binomial Theorem, Logarithms, the Doctrine of Probabilities, Plane and Spherical Trigonometry, Conic Sections (geometrically and analytically); Mensuration and Statics.

61. Mr. Hope reports with great severity on the School, but justly says that it never can be put into a really efficient state without another English teacher. Mr. Graham cannot be held responsible for the thorough teaching of 400 boys.

62. Still there are defects in the School that cannot be explained away. The course is too extensive, and at the same time too restricted. The boys are taught an undue proportion of Mathematics, and are not practised in English or Vernacular Composition. Mr. Hope gives a remarkable proof of this. The 3rd and 4th Classes said they were unable to do Geometry in English on paper, and were allowed the option of doing it in Guzerathee. The surprising fact was then elicited that a large proportion of the boys in these Classes were unable to express themselves on paper in any language whatever. "A few tried to do so in English, "and a few in Guzerathee, but even they were quite unable "to do justice to themselves. No alternative remained "but to hear them *vivâ voce*. They demonstrated the "propositions in a singular mixed jargon of Guzerathee "and English words, but the knowledge of what they had "actually learned appeared very fair."

63. I have before me several specimens of the English

Composition of the senior boys, which betray great poverty of thought and much bad Grammar, or rather incoherence of language, but are almost invariably well spelt. I mention this with pleasure, because bad spelling was particularly mentioned as a fault of this School when it was examined in the previous year.

64. Since Mr. Hope reported on the School, the Mathematics have been retrenched. Political Economy, a study that I am amazed to see set before boys who have not learnt their Grammar, has been struck out of the course, and an effort has been made to ensure a more thorough training in English Grammar and Composition.

Ahmedabad English School. Founded 1846.

Establishment on the 30th April; entirely supported by Government.

Name.	Office.	Salary.		
		Rs.	*a.*	*p.*
Mr. T. B. Curtis.....	Head Master	300	0	0
Muggunlal Vukutchund.....	Assistant Master..	50	0	0
Trimbuckrao Bapoojee	Monitor	6	0	0
Karoba Luxumon	Extra Monitor....	5	0	0
Shapoorjee Ruttonjee.....	Ditto	5	0	0
Ruttonjee Bhicajee.....	Ditto	5	0	0
Vishnoopunt Nursopunt.....	Monitor	5	0	0
Baboorao Bholanath	Ditto	4	0	0
Mahadeolal Runchodlall.....	Ditto	4	0	0
Purmaodrai Vittulrai	Ditto	3	0	0
Trimbuckrai Vurujrai.....	Ditto	3	0	0
1 Peon.....	.....	5	0	0
	Total.. Rs.	395	0	0

65. Mr. Hope's report is decidedly favourable. The attainments of the boys are not so superficial as in other

Schools. "The order and discipline and general tone of "the School appear to me exceedingly good; and I have "much pleasure in bearing witness to the industry with "which Mr. Curtis applies himself to his duties, and "the success which attended his efforts."

66. In the Ahmedabad School proper attention is paid to Vernacular studies, which I consider very important. There is still something to be desired in respect of English Composition, and too much seems to be attempted in Mathematics compared with Literature. The first Class carry their studies to Conic Sections and Spherical Trigonometry, while they read no higher English than McCulloch's School series and second-rate compendia of History.

67. But, whatever may be the fault of the Surat and Ahmedabad Schools, they are far superior to the other Government English Schools in the Mofussil, and they are both capable of being improved by additional European teachers into high Schools, where students may be efficiently prepared for the University. At present the Masters cannot devote sufficient individual attention to the higher boys.

ENGLISH SCHOOLS IN THE PRESIDENCY DIVISION.

Tanna English School. Established 1851.

Partly supported by Government.

Name.	Office.	Salary.
Jehangheer Hormusjee.	Head Master.	Rs. 50 from Government. „ 50 from Inhabitants. Rs. 100

Number of pupils on the Register 110

68. A School was established at Tanna so long ago as 1823; but, whether from the poverty of the people, their indifference to Education, or the inefficiency of the Teachers, it had a scanty measure of success. In 1849 the School, which then numbered 34 pupils, was closed by the Board of Education. This step apparently stimulated the inhabitants, for in 1851, under the auspices of Mr. Keays, Judge of Tanna, a local subscription was made up, of Rs. 1,500, for the erection of a School-house, and the people engaged to provide a salary of Rs. 50 per mensem for a School-master. The School-house was built by aid of a grant of Rs. 1,000 made by the Board, and opened in 1851. The career of the School under its Master, Jehangheer Hormusjee, has been respectable, but no more. It was examined on the 30th of April by the Inspector, 82 boys were present, several of whom acquitted themselves creditably.

Rutnagherry English School. Established 1845.

Entirely supported by Government.

Names.	Office.	Salary.
		Rs. a. p.
Ramchundra Dinanathjee.	Head Master and Visitor.	100 0 0
Purushram Vishnu	Assistant	40 0 0

Number of pupils on the Register 84, of whom 55 are Brahmins.

69. The working of this School has been impaired by the ill-health of the Assistant Master, and the absence of the Head Master on his official tour as Visitor of Schools. The two highest classes chiefly suffered. The School was

not examined by the Educational Inspector of the Presidency Division.

70. On the introduction of the "partially self-supporting system," this School was included among those to be made partially independent of Government expenditure, but all attempts to obtain the co-operation of the inhabitants have been hitherto in vain. The failure may perhaps be accounted for by the fact, that while the School chiefly educates Brahmins, it is mainly the non-Brahminical population that is called upon to defray the amount of local contribution.

ENGLISH SCHOOLS IN THE GUZERAT DIVISION.

Broach English School.

Entirely supported by Government.

Name.	Office.	Salary.
		Rs. a. p.
Dhunjeebhoy Dorabjee	Acting Head Master	100 0 0

71. This School, established previous to 1849, is considered by the Inspector to require European management. Its present state is highly discreditable. The discipline is bad, and the knowledge of both English and Guzerathee exceedingly imperfect. The annual cost to Government of each pupil's education is Rs. 25-8-2.

Deesa English School.

72. A private English School at Deesa is about to be made a Government Institution. The average daily attendance is 53, of whom many learn Guzerathee.

English Schools in the Dekkan Division.

Sattara English School.

Established 1852.

Entirely supported by Government.

Names.	Office.	Salary.
		Rs. a. p.
Govind Luxumon	Head Master	100 0 0
Ramchunder Gunesh	Assistant	45 0 0

Number of Pupils on Register 99

73. The Inspector examined the School in June. He considered the pupils deficient in thoughtfulness. The attendance was irregular, the School buildings small and inconvenient, and the School little resorted to by the richer classes of the people.

Sholapoor English School.

Partly supported by Government.

Name.	Office.	Salary.
Balcrushna Sudashive...	Head Master.	Rs. 50 from Government. „ 50 from Inhabitants. Rs. 100

74. This School, which was established in 1854, gives education to 45 children. " Its present state reflects great credit on the Master."

Dharwar English School.

Partly supported by Government.

Name.	Office.	Salary.
Nursivh Venayeck	Head Master..	Rs. 20 from Government. „ 50 from Inhabitants.
		Rs. 70

75. This School was established in 1848, but four years after was still in an imperfect state, from the want of interest in its welfare shown by the inhabitants. Fresh exertions were then (1852) made, and next year the inhabitants were persuaded to engage to contribute Rs. 50 per month towards the Master's salary. At present the pupils are 60 in number, with an average attendance of 45.

Dhoolia English School.

Partly supported by Government.

Name.	Office.	Salary.
Narayen Balal....	Head Master..	Rs. 50 from Government. „ 50 from Endowment.
		Rs. 100
	Assistant	Rs. 15

76. The School is partly supported by Government and partly by the proceeds of an endowment of 21,000 Rupees, subscribed in 1854 by the inhabitants. The pupils at present are 93 in number.

Ahmednuggur English School.

Entirely supported by Government.

Name.	Office.	Salary.
		Rs. a. p.
A. J. da Silva	Head Master	200 0 0
Shawoo Dajee	Assistant	15 0 0

77. This School, established in 1848, numbers at present 74 scholars; the average daily attendance is over 60; and the general state of the School is said to be highly satisfactory.

VERNACULAR SCHOOLS.

78. The Government Vernacular Schools in the Presidency, excluding Sind, are 250 in number, and give instruction to 16,784 scholars. Eighty are partially self-supporting, the remainder are wholly maintained by Government.

79. In the Vernacular Schools, as in the Indigenous Schools, the Brahmins are more numerous than any one other class; in the Dekkan they are almost equal to all the other castes put together. It must also be admitted that they show everywhere a decided superiority over other boys in general intelligence and quickness.

80. The monthly fee in Government Schools is, generally speaking, one anna, and in some Schools amounts to four annas per mensem. But those boys whose inability to pay any fee at all is certified by "two responsible persons" are admitted free, the same practice obtaining in the Government English Schools. These scholars are also for the most part Brahmins, and perhaps in this way it is

that Brahmins are so numerous in Government Schools. Captain Lester, in his Report on the Dekkan Division, adverts to this circumstance, and justly considers that a limit of some sort should be fixed. He observes :—

" The population of this Division generally may be " described as agricultural, though our Schools are not " filled with the children of agriculturists, as they ought to " be. The students in our Schools are chiefly Brahmins; " for instance, in the Ahmednuggur Sub-Division, out of " 3,549 children in the Schools, there were 1,925 who were " Brahmins. A Brahmin may be an agriculturist, but the " caste bears but a small proportion among the people who " gain their livelihood by agriculture. The Brahmins in " our Schools are chiefly those who are not of the place. " They come up, I believe, from the Concan, and move " about the Dekkan in bands, entering our Schools as poor " scholars, and receiving instruction free of charge.

" As a general rule, every boy pays a monthly fee of " one anna. In a few Schools, however, as much as two " and four annas are paid. A boy is admitted as a free " Scholar on production of a certificate of poverty signed " by any respectable people. I think that it will be advis- " able to alter this rule a little, and limit our free students " to a certain percentage on the whole number of students " in each School. The vacancies occurring from time to " time among free students could be filled up from Oomed- " wars, presenting themselves for examination, the choice " being given to those who best acquitted themselves at " the examination."

81. The Masters, who are also mostly Brahmins, receive salaries varying from ten to thirty rupees. In general they may be described as an industrious and intelligent

class of men, but deficient in the art of teaching and School management. To a large class, however, even this modified praise cannot be awarded. Captain Lester says of the Vernacular Schoolmasters in his Division :—

"As a whole they may be regarded as a most incompetent set of teachers. My own experience of their capabilities has not yet, of course, been very great, but the few Schools which I have had opportunities of inspecting have shown me that the estimate which has been formed of them, by those of ample experience, is pretty correct; and there cannot, I think, be a doubt, that until we have a better set of teachers there will be very little real use in rapidly extending our Vernacular Schools. What we want now is more Normal Schools and Candidate Teachers' Classes.

"I may here quote perhaps the opinions of some of the Visitors regarding the abilities and powers of the Masters of our Vernacular Schools. Mr. Bhaskur Damodhur says that 'teachers generally are an uneducated, or half-educated set of men, except a few who have received their education at the Bombay and Poona Normal Classes.' Mr. Bhaskur remarks—'Before any very efficient system can overspread the country, the character of Schoolmasters generally must undergo a great improvement.'"

82. Nevertheless it ought always to be remembered in their favour, and in justice to the Government system of education, that their superiority to the indigenous Schoolmasters is everywhere unquestionable, and that except in one locality, where religious bigotry is especially rife (Ahmednuggur), the latter have invariably disappeared from the vicinity of those Schools organised by Government.

83. The studies in these Schools differ from those of the English Schools chiefly, if not wholly, in the fact that everything is taught in them through the medium of the Vernacular. The study of English is by no means rare in them, and in some instances that language is taught successfully. Book-keeping and Accounts are not well or generally taught; the reason is given by Mr. Hope, as follows :—

"These subjects (Government Regulations and Accounts) "were introduced into the School course in 1854, but only "three or four of the Regulations are taught in five or six "Schools and the Accounts are hardly taught at all. This "is partly owing to the Masters' ignorance of these sub- "jects, and partly to the fact that a knowledge of them is "not required till the age of 17 or 18, at which most boys "leave School. The sons of Tulatees or Karkoons "especially, to whom Regulations and Accounts are of "most use, then leave to learn business under their "fathers."

84. The general subjects of study include Indian and English History, Geography, Grammar, Geometry, Algebra, Trigonometry, and Astronomy. It is instructive here, and we may say gratifying, to observe, with the Inspector quoted above, that those Schools are best attended where the instruction is of the highest standard and most nearly approaching a European character. Thus it is evident (vide Mr. Hope's Report) "that the superior "branches of European study are by no means distasteful "to the Native mind."

85. The Visitor, Rao Saheb Bhaskur Damodhur, makes the following remarks upon the character of the education given in the Vernacular Schools under his charge :—

"Those who are instructed in our Schools, however, seldom

" master what they read; very few understand the practical " bearing of the subjects they study; and there is not *suffi-* " *cient* moral and intellectual discipline. The consequence " is, that when such young men leave the School they find " out that they do not command as much respect and esteem " from the people and from Government Officers as their ap- " parently extensive acquirements seem to them to deserve."

86. Elsewhere he observes " that the superficial charac- " ter of the attainments of pupils in Vernacular Schools may " in a great measure be accounted for by the irregularity " of attendance. Above 30 per cent. of the pupils are " generally absent." More than one-half the pupils in the Schools under this Visitor are Brahmins.

Normal Schools, &c.

87. For supplying Masters to the new Government Vernacular Schools, Normal Classes are established in conjunction with the leading English Schools in the Dekkan and Guzerathee Divisions. They are six in number at present, but this provision for training Masters is quite insufficient for our requirements both as regards quantity and quality, and certainly should be increased. The following account is given by Mr. Hope of the establishment, extent, and object of the Classes in his Division :—

Surat 1st Normal Class.

" The Surat 1st Normal Class was, as I have already " stated, opened in September " 1854. Six out of the thirteen " Scholars were taken from the Surat English School, and " the rest from different Vernacular Schools. Thus English " was not a *sine quâ non* for admission, but those who did " not know it were taught it afterwards. It was decided " that the students should learn all the Guzerathee books

" in use in the Schools. The published Mathematical " course being thought not sufficiently extensive for them, " translations of Hart's Mechanics, Davis's Conic Sections, " and Newton's Principia were ordered to be made for " their especial use. A large collection of Philosophical " instruments also was ordered from England. No provi- " sion was made for instruction or practice in the art of " teaching, except that the scholars occasionally questioned " each other in class.

" By January 1856, the majority of the scholars had " completed the course " detailed in the mar- " gin. The Class was " from that time gra- " dually broken up by " the appointment of its " members to the new " Schools, and at the " close of the official " year it did not con- " tain above half of " those who had origi- " nally entered it. As far as I have yet had an opportunity " of judging, it does not seem to me that high English " scientific requirements are those most suitable to the " position of a Vernacular Master, to whom a sound know- " ledge of his mother tongue and Arithmetic, with tact and " experience in imparting it to others, and moral healthi- " ness of mind, are far more necessary. However, after " one year's trial of them, I shall be better able to judge of " the results of the training of these Normal Scholars, " almost all of whom have now obtained situations.

Arithmetic, and Mensuration of Planes and Solids.
Algebra, including Quadratic Equations and Logarithms.
Plane and Solid Geometry.
Plane and Spherical Trigonometry.
Conic Sections, Geometrically.
Doctrine of Curvature and proofs of Kepler's Laws.
Hart's Mechanics, both Divisions.
Keith's Problems on the Use of the Globes.
In Guzerathee, all the books published.
In English, those who had not learned it before had read up to Moral Class Book.

" In the expectation that there would arise in the course " of the year a demand for " Masters for primary Village " Schools larger than we had " any means of safely and efficiently supplying, I, in October " 1855, recommended the establishment of two second or " inferior Normal Classes, to be located at Surat and " Ahmedabad. Each was to contain ten Scholars, receiving " a monthly stipend of Rs. 3. The Classes were to be " under the control of the Head Masters of the English " Schools. All the mere knowledge necessary for a primary " Teacher was to be required at the entrance examination, " and the time spent in the Class was to be almost exclu- " sively devoted to acquiring practice in teaching and School " management. For this purpose the students were to be " distributed among the best Masters of the City Schools, " but examined periodically by the Head Master.

2nd Normal Class at Surat and Ahmedabad.

" The plan was sanctioned, and the Classes were instituted " in December and January. " Of the twenty Students then " admitted, six received appointments before April 30th, " and the remainder, as well as six new men admitted in " place of those who had left, were still under instruction on " that date. Of the twenty- " six admitted, three had " been educated in Govern- " ment English Schools, " twenty in Government " Vernacular Schools, two " were Indigenous School- " masters, and one had been a Karkoon in a Government " Office. Their ages were as specified in the margin. They

Same Subject.

Between	18 and 19	5
Do.	19 and 20	9
Do.	20 and 21	8
Do.	22 and 23	1
Do.	23 and 24	1
Do.	25 and 26	1
34 years old		1
Total....		26

" were selected as being the best of those who passed a " general examination, of which an account will presently " be given. These Classes have been found of the greatest " use, both in preparing men for employment, and, by show- " ing their relative merits, facilitating the appointment of " each to the post for which he was best suited. The increase " of both to double their present number has been lately " recommended, because the demand for Masters is so great " that, unless the total number be large, no individual can " remain long enough in them to be sufficiently trained."

88. In the Dekkan Division there has been for some time a certain provision for training Masters in the " Normal Department" of the Poona College, and a Class has been opened at Dharwar. The Inspector makes the following remarks:—

" There are three Schools established for training Mas- " ters for Vernacular Schools, namely a Normal School, " and a class for Candidate Teachers at Poona. These " are immediately in connection with the College; the " former is for training Masters for our superior Schools, " and the latter, Masters for our inferior or primary Schools. " Full reports regarding them will doubtless be submitted by " the authorities in the Poona College. The third School " is at Dharwar, and is immediately under the direction of " the Educational Inspector or his Deputy. It was opened " only about a month before the close of the official year " under report. The number of students in it is limited to " ten. These are all stipendiary, receiving each Rs. 3 " per mensem. In consequence of the great demand for " Masters for the Schools which have been established in " the Dharwar Sub-Division, Mr. Baker was obliged to send " out, a few months after the opening of this Class, all the " young men in it, and place them at once in charge of

" Schools. These young men were not by any means fully " competent, but they were better than any others that could " be found, and they were accordingly at once employed."

Pupil Teachers.

89. In September 1855 a Despatch was received from the Honorable Court, desiring that a trial should be made of the system of Pupil Teachers recommended in the 68th paragraph of their Despatch of the 19th July 1854. The following draft Rules were accordingly submitted by the Director for the approval of Government :—

" 1*st.*—Inspectors and Visitors to be authorised to select " a certain number of the most promising boys in the " Schools under their charge to be apprenticed to the ablest " Masters in the neighbourhood.

" 2*nd.*—These selected pupils to be generally located in " their own Talookas, and always (if possible) in their own " Collectorates.

" 3*rd.*—The Pupil Teachers not to be selected before the " age of 13, nor above 16.

" 4*th.*—Each Pupil Teacher to be carefully examined every " year by the Visitor or Inspector; no School in which there " are Pupil Teachers being left unvisited for a whole year.

" 5*th.*—Each Pupil Teacher to receive during the first " year a monthly stipend of Rs. 3, to be raised in the " second year, if his examination be satisfactory, to Rs. 4, " and in the third year, on the same condition, to Rs. 5.

" 6*th.*—An unsatisfactory examination to be punished by " dismissal, entire stoppage of stipend, or delay in enhance- " ment of stipend, at the discretion of the Inspector.

" 7*th.*—Two unsatisfactory examinations consecutively " to be punished by dismissal always.

"*8th.*—Each Pupil Teacher, on completing his three "years' apprenticeship and passing a successful examina- "tion in each grade, to receive a Normal Scholarship of "Rs. 6 at the Central School in Poona or Ahmedabad; "and thenceforward to be subject to all the rules appli- "cable to Scholars in those institutions.

"*9th.*—In order that the supply of Pupil Teacher Scho- "larships from Zillahs may be regulated according to the "resources of the Central Schools, a certain number of "Scholarships to be generally allotted to each Visitor's "district, and redistributed by him among the Collectorates "in his charge, in due though not unvarying proportions."

90. In a resolution, dated 11th March 1856, Government approved of these Rules, as "judicious, and calculated to "carry out fairly the instructions intimated by the letter from "the Government of India, No. 1130, dated 7th Sept. 1855, "and the desire of the Honorable Court of Directors.

"*2nd.*—The views of Government on this point should "be communicated to the Government of India, whose "further orders should be awaited before carrying the "system into full operation."

91. In the meantime inquiries were directed by my Predecessor, with a view of ascertaining the probable means of effectively carrying out the Pupil Teacher system in this country. Contradictory opinions were expressed by those consulted, the principal difficulty suggested being that none of the present Schoolmasters were competent to train Pupil Teachers. This subject will be specially considered in my Report for next year.

92. The following Table shows, in a condensed form, the statistics of Government Education in this Presidency during the last six years.

ENGLISH

	1870-71.				1871-72.				1872
	Institutions for Colleges and Middle Schools.	Primary Colleges and Middle Schools.	Middle Schools for Boys Schools.	Total.	Institutions for Colleges and Middle Schools.	Primary Colleges.	Middle Schools.	Total.	Institutions for Colleges and Middle Schools.	Primary Colleges.
Number of Schools	1	.....	7	8	1	1	7	9	1	1
Pupils	600	.....	770	1370	600	600	784	1384	600	600
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	13,152 0 0	.....	4,800 0 0	17,952 0 0	11,760 0 0	960 0 0	4,140 0 0	16,860 0 0	18,864 0 0	5,041 0 0
	13,200 14 10	.....	10,014 0 0	24,714 0 0	12,112 12 0	10,200 14 1	10,112 0 0	3,00,414 14 11	13,207 10 0	11,204 1 0
Pupil's Education per annum	22 14 11	.....	12 14 2	35 0 13	20 3 3	22 1 0	20 14 0	31 1 14	24 1 0	22 0 0

VERNACULAR

	1870-71.			1871-72.			1872	
	Vernacular Schools for the Presidency	Vernacular Schools for the Mofussil, Town, Rural, & Hill Schools.	Total.	Vernacular Schools, Presidency.	Vernacular Schools, Mofussil.	Total.	Vernacular Schools, Presidency.	Vernacular Schools, Mofussil.
Number of Schools	7	201	208	7	198	205	7	212
Pupils	420	10,202	10,622	440	11,240	11,680	442	11,714
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	5,211 14 0	3,000 10 0	8,211 8 0	5,220 0 0	6,004 0 0	6,224 12 0	5,220 0 0	10,020 0 0
	5,220 2 11	41,000 10 1	46,220 0 0	5,211 7 2	40,017 14 10	45,229 6 0	5,220 10 0	10,000 14 0
	17 0 0	0 11 0	0 11 0	11 12 0	0 0 0	0 12 0	0 0 0	0 0 0

* The sum stated here includes that borne by the

ENGLISH

	1872-73.				1873-74.			
	Institutions for Colleges and Middle Schools.	Primary Colleges.	Middle Schools.	Total.	Institutions for Colleges and Middle Schools.	Primary Colleges.	Middle Schools.	Total.
Number of Schools	1	1	7	9	1	1	11	13
Pupils	600	600	1,001	2,201	600	600	1,411	2,611
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	18,000 0 0	5,041 0 0	9,114 0 0	32,155 0 0	18,000 0 0	5,041 0 0	11,447 0 0	34,488 0 0
	13,207 10 0	11,204 1 0	1,10,000 0 0	1,34,411 11 0	13,207 10 0	11,204 1 0	1,34,000 0 0	1,58,411 11 0
	24 1 0	22 0 0	20 11 0	61 0 0	24 1 0	22 0 0	20 11 0	61 0 0

VERNACULAR

	1872-73.			1873-74.		
	Vernacular Schools, Presidency.	Vernacular Schools, Mofussil.	Total.	Vernacular Schools, Presidency.	Vernacular Schools, Mofussil.	Total.
Number of Schools	7	204	211	8	218	226
Pupils	440	11,240	11,680	440	11,874	12,314
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	5,220 0 0	6,004 12 0	11,224 12 0	5,220 0 0	6,000 0 0	11,220 0 0
	5,211 7 2	40,017 14 10	45,229 6 0	5,220 10 0	10,000 14 0	15,220 14 0
	11 12 0	0 0 0	0 12 0	0 0 0	0 0 0	0 0 0

EDUCATION.

-53.		1853-54.			
English Schools.	Total.	Elphinstone Institution and Branch Schools.	Poona College.	English Schools.	
8	10	1	1	10	
879	2,442	1,044	594	1,078	
Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	
3,364 1 0	16,784 9 0	13,194 0 0	859 0 0	3,548 15 10	17
18,331 15 6	1,07,169 13 9	54,718 1 8	34,846 9 9	18,362 1 9	1,07
20 13 8	43 14 2	52 6 7	58 10 8	17 0 6	

EDUCATION.

-53.	1853-54.		
Total.	Vernacular Schools, Presidency.	Vernacular Schools, Districts.	Total.
223	7	215	222
12,295	474	14,537	15,011
Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*
7,166 2 0	523 0 0	6,879 8 3	7,402 8 3
44,405 9 10	4,610 7 9	36,990 8 7	40,601 0 4
3 9 9	9 11 7	2 8 8	2 12 4

people in the case of partially self-supporting Schools.

93. The late Educational Inspector of the Sind Division (Captain Lester) has furnished me with the following report of his operations in that Division :—

" I have the honour to submit, as requested, a brief sketch " of my proceedings in Sind, as Educational Inspector.

" 2*nd*.—My sojourn in Sind was not on this last occasion " a very long one. I assumed charge of my duties as " Educational Inspector on the 28th February 1856, and " on the 20th of the following September I left Sind, to " take up my appointment in the Dekkan.

" 3*rd*.—My proceedings, therefore, extend over a period " of about six months and a half. I received very full " instructions from your Predecessor as to my course of " action, and my first duty was ' to ascertain exactly the " number, distribution, objects, quality, and management " of existing Schools,' with other details, unnecessary now " to mention, but fully detailed in the letter of instructions " above referred to.

" 4*th*.—The season for district travelling was nearly over " when I arrived at Kurrachee, and, being without any " recent information as to the state of Education in the " Province, without any office establishment or camp " equipage, I deemed it my best plan, instead of at once " going fruitlessly into the Districts, to communicate with " the Commissioner and the Collectors (the former, as also " the Collector of Kurrachee, had not then returned to " Kurrachee), and collect as much information from them " as they were able to give me.

" 5*th*.—This was a work of considerable time and some " difficulty, as I was unable, for some time, to obtain the " services of a competent clerk for my office, the only " subordinate official which was allowed me; no Deputy

" Inspectors were employed under me. I was therefore " single-handed in compiling and arranging the statistical " information which, from time to time, reached me from " the Districts.

" 6*th*.—The great leading employment of my sojourn " in Sind was therefore to ascertain exactly what had " been done before; what was the present position of " Educational matters, both in their financial and general " bearings; and, in correspondence with yourself and the " Commissioner, maturing plans and preparing the way for " future operation, as soon as the cold season set in and " admitted of my taking the field.

" 7*th*.—Education, under Government auspices, and at " Government expense, had been exactly three years in " progress when I took charge of my office as Educational " Inspector. In March 1853 an annual outlay of 10,000 " rupees was sanctioned for Educational purposes in Sind, " and the actual results of this outlay I found to be the " following:—

" I.—Schools in existence in March 1856.

" 2 English Schools.
" 1 Engineer School (English).
" 1 Normal Class.
" 27 Vernacular Schools.

" Total.. 31 Schools.

" The Masters and Assistant Masters in all these " Schools, with the exception of the Engineer School, were " paid, some wholly, some in part, from the Educational " Fund. Those who received only a portion of their " salaries from the Fund had the balance paid them either " from the Municipal Fund, or by Jageerdars or Zemindars

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" of the towns or districts in which their Schools were " respectively situated.

" II.—School-houses.

" A great number of School-houses had been erected, " either wholly or in part by grants from the Educational " Fund. A very substantial one had been built for the " English School at Kurrachee, at a cost of Rs. 4,816-10-8, " defrayed partly from the sum granted by Government " annually for Educational purposes in Sind, and partly " by the Municipality of that place. Another one, of " elegant design, by the late Lieutenant Chapman, of " the Bombay Engineers, was in course of erection at " Hyderabad.

" III.—Books.

" Several elementary books for school purposes had " been translated, and published in the Arabic-Sindee " character, the expense of which (a very heavy item) was " met from the Educational Fund.

" 8*th*.—Very little was done in the first year, after the " grant had been sanctioned, in the actual establishment of " Schools. It was necessary, at first, to prepare books. " It was not till 1854 that Schools began to appear ; all " the Schools in Sind, with two or three exceptions, were " established in the years 1854 and 1855.

" 9*th*.—After assuming charge of my office, I found " any further extension impossible for the present. On " examining the accounts, it appeared that the expendi- " ture was already far in excess of the sanctioned allow- " ance. The Fund was in debt ; and on my reporting to " the Commissioner the state of the finances, he at once " directed that no further expenditure could be sanctioned, " except what was actually necessary, until a reference had

" been made to Government, and the original sum increased " proportionally to the growing wants of the Province.

" 10*th.*—Hence there were several applications for grants " for the erection of School-houses, and for augmenting " salaries of Masters, which we were obliged to put aside " for a while. It was necessary also to postpone the " lithographing of three or four works which had been " translated, and prepared in the Arabic-Sindee, for School " purposes.

" 11*th.*—In short, the whole work of advancement en- " tailing expenditure was necessarily stopped.

" 12*th.*—Two grants, however, were made while I was " in Sind, by Government, through the Director of Public " Instruction; the one grant of Rs. 500, for a School- " house at Dadoo, the other, of Rs. 400, for furniture for " the Indo-European School at Kurrachee.

" 13*th.*—There were also a few items sanctioned by the " Commissioner from the Educational Fund, soon after my " arrival in Sind, viz:—

" 1. A grant of Rs. 25* monthly, for a Master, for the " English class at Kotree.

" 2. A grant of, I think, Rs. 60† a month, for the " Assistant Master of the Government English School at " Kurrachee, correspondence regarding whose appointment " I found going on when I took charge.

" 3. A grant for the payment of a balance due for litho- " graphing some Educational work. The exact amount " I cannot remember, but I believe it was about Rs. 500.

" 4. A grant of Rs. 28 for the lithographing a num- " ber of copies of the Rules for Grants-in-aid which had " been translated into Sindee by me.

* Correct. † Should be Rs. 80.

" 14*th.*—The above four grants were, I think, the prin-
" cipal grants made during the time I was in Sind.

" 15*th.*—I should mention, also, that a very handsome
" sum was sanctioned for the erection of a School-house
" for the Engineer School at Kurrachee. The exact amount
" I do not remember, but it was, I think, at least Rs. 5,000.
" This was chargeable, however, to the Public Works
" Department, and not to the Sind Educational Fund. In
" fact the whole charge of this Engineer School was debit-
" ed to the Public Works Department.

" 16*th.*—For reasons before given, I am unable to
" report the establishment of many new Schools. During
" the time I held office only two Vernacular Schools were
" opened, one at Tatta and the other at Sukkur; an English
" class was also formed at Kotree, for which a sum of
" Rs. 25 was sanctioned, as before stated, for the salary
" of the Master.

" 17*th.*—The preparation of the Arabic-Sindee Alphabet
" for the use of the Mahomedan population had been
" achieved by Mr. Ellis, in July 1853; but an Alphabet
" for the Hindoos, considered by the Commissioner and
" others to be absolutely necessary, had not yet been
" attempted, owing to the fact that those by whom the
" work was capable of being undertaken had been
" compelled, by sickness and other causes, to leave the
" Province.

" 18*th.*—You are, doubtless, well acquainted with the
" causes which rendered the use of two characters neces-
" sary in our Educational work in Sind; but as these may
" not be generally known, it may not perhaps be out of
" place briefly to explain them, and I cannot do so better
" than by quoting Mr. Frere's own words. After stating

" the fact that Captain Stack had, during the discussion " which took place as to choice of character, advocated the " adoption of a Hindooised Alphabet, selected from one " or other of the many Alphabets, or rather systems of short- " hand writing current among the Hindoo inhabitants of " Sind, and that Captain Burton had advocated the adop- " tion of the Arabic character, Mr. Frere adds,—

" ' Each is unanswerable according as the reader looks " ' at the question from a Hindoo or Mahomedan point of " ' view; and the most difficult part of the dilemma, in " ' deciding between them, arises from the fact that while " ' the language itself has a Hindoo origin and genius, " ' belonging undoubtedly to that great family of languages " ' which acknowledges Sanskrit as its most perfect type, " ' and while a large proportion of the Government servants " ' are Hindoos, between two-thirds and three-fourths of " ' the people are Mahomedans, and look to Arabic and " ' Persian as their classic languages. It would be difficult " ' to say which of these two sections of the population " ' is the more bigoted, or the less inclined to adopt " ' anything, however remotely connected with the rival " ' faith.

" ' In fact, both Captain Stack and Captain Burton are " ' right as far as the section of the community they " ' respectively represent is concerned; and after the most " ' careful and dispassionate consideration, Mr. Ellis, who " ' judged the question with as much scholarly acumen and " ' knowledge as practical sagacity, agreed with the im- " ' pressions which I had formed on looser data, that it was " ' as hopeless to teach the Hindoos generally to read their " ' own language in an Arabic character, as it would be to " ' induce the Mahomedans to adopt generally a system of

" ' writing which they would consider as more than savour-
" ' ing of rank idolatry.

" 'To attain that general enlightenment which can alone
" ' put an end to such prejudices, it appeared to us abso-
" ' lutely necessary to teach both parties to read their own
" ' language in their own way. As Mr. Ellis points out,
" ' the example of the North-West Provinces, and he might
" ' have added of Germany, proves that the co-existence
" ' of two distinct alphabets is less practically inconvenient
" ' than would be at first supposed. But, whether incon-
" ' venient or not, there is no escape from the difficulty;
" ' and, if Government were exclusively to adopt either the
" ' Hindoo or Arabic character as the sole medium of
" ' Sindee education, the result must be to condemn either
" ' the Mahomedan, and more formidably-prejudiced ma-
" ' jority, or the Hindoo, the trading and money-making
" ' minority, to many generations of ignorance.'

" 19*th*.—The preparation of the Hindoo-Sindee was
" entrusted to me. The task was accordingly undertaken,
" and, with the assistance of several intelligent Native
" gentlemen, and by the aid of several very valuable papers
" which had been prepared on the subject by some of the
" Revenue Officers in Upper Sind, the work was carried
" through, and submitted to the Commissioner shortly be-
" fore my departure from Sind. What has since been done
" in regard to its general adoption I do not know; but I
" am sure that no pains were spared in making it as com-
" plete and perfect as could be, and I have reason to hope
" that it will eventually be brought into use in our Schools
" in Sind.

" 20*th*.—A Native General Library was established at
" Kurrachee while I was there, which, from the very

" abundant support which it received from the Native " community, bade fair to be a most useful and valuable " institution. Government very liberally granted it in " donation a sum of Rs. 1,000.

" 21*st.*—The work of inspection and examination of the " Schools at Kurrachee, Government as well as others, " formed a not important part of my duty. The Govern- " ment English and Vernacular Schools were frequently " visited by me, and I was enabled, shortly before my de- " parture, to be present at the examination of the English " School (preliminary to the annual public one), at which " the Commissioner presided.

" 22*nd.*—The Government English School at Kurrachee " is a very flourishing institution. It numbered about 75 " or 80 scholars ; and, considering that it had only then been " about two years in operation, the proficiency of the " scholars was very creditable to them and to their Master. " The School is supplied with a small but well-chosen " Library, which, I doubt not, will be of much value to the " scholars by and bye. It is also provided with a small " stock of Chemical apparatus, a Magic Lantern, Elec- " trical machines, &c., which, as they had only been " lately received, had not at that time been made much " use of.

" 23*rd.*—The Government Vernacular School assembles " in a neat and substantial little building, which was com- " pleted only shortly before I left. It is near the Native " Town, and about one and half or two miles from Camp. " It was not in a very good state, for want of a better " Master. This is the great want in Sind. The Masters " there are even more ignorant and unlettered than their " brethren in the Dekkan. Their acquirements do not exceed

" those of reading and writing, and the extent of their know-
" ledge is not much beyond what they find in their Koran.

" 24*th*.—The Normal Class, therefore, at Kurrachee, for
" the training of Masters, is a very valuable institution.
" Something more should be done for it than as yet has
" been. It numbers about 12 students, each of whom
" receives a salary of Rs. 6 a month.

" 25*th*.—The other Schools at Kurrachee are: (1) The
" Indo-European, in the middle of the Camp, presided over
" by Mr. and Mrs. McClumpha. It is intended for the
" benefit of the children of Europeans in Kurrachee, who
" are unable to send their children to England. It is well
" attended, numbering by the last report 98 children, who
" seem to be well taught under the care of Mr. McClumpha.
" Altogether this is a most interesting institution. (2) The
" Mission School, under the management of the Rev. Mr.
" Sheldon, of the Church of England Mission, and situated
" near the Native Town, is an important School. I am not
" sure what the exact attendance is at it, but, on the occa-
" sion of my visiting it, it was well filled by a number of
" very intelligent children, and the School was in a very
" fair state of discipline and advancement. My removal
" from Sind before the setting in of the travelling season
" prevented my seeing any of the District Schools.

" 26*th*.—Such is a brief and imperfect sketch of my work
" in Sind. It is drawn up partly from letters, correspond-
" ence, and notes, and partly from recollection; but I trust
" it will be deemed sufficient for the purpose. I believe
" the way is very fully prepared for future operations.
" A great amount of information has been collected, and,
" I trust, arranged in a form at once intelligible and
" useful."

SCHOOLS IN POLITICAL AGENCIES.

IV.—*Schools not under the Department.*

94. These are more than 350 in number, and contain not less than 9,132 Scholars. In Guzerat all the Political districts (Pahlunpoor, the Mahi Kantha, Rewa Kantha, Surat Agency, and Kattywar) have been traversed by Mr. Hope in the course of his Educational tour, and the results of his observations will be found in his appended Report. Only one of these Districts, namely, the Surat Agency, is without a school under the supervision of the Educational Department.

Appendix [F].

95. The principal Schools are those at Rajkote, Bhownuggur, Godra, and Junagur.

Rajkote English School. Founded 1853.

Establishment on the 30th April 1856.

Name.	Office.	Salary.
		Rs. a. p.
Rao Saheb Bhogilal Pranwulubdas.	Head Master and Superintendent of Schools.	250 0 0
Monitorial Allowance	.....	15 0 0
Peon.....	.....	5 0 0
	Rs..	270 0 0

Number of pupils on the Register..... 88

96. The first class read McCulloch's Series of Lessons, a little Geography, and Murathee History, Algebra to Quadratic Equations, and 117 Propositions in Hutton's Geometry.

97. The Inspector's Report is unfavourable. "The "rudiments of English Grammar and explanation are not "sufficiently attended to, and the pronunciation is vile. "The School-house is the best in the Division. The "rooms for strangers were a happy thought. At present "only three are occupied, but should Scholarships be "established for boys from the Talookas, they will be "very useful. There is an abundance of the ordinary "School apparatus, and money has been lavished on hand-"some furniture for the reading room."

98. Bhogilal Pranwulubdas stands very high in the Inspector's estimation for tact and general ability. He has great influence among his countrymen, and is, I believe, a zealous public servant. But his utility as a Schoolmaster is materially diminished by his imperfect English scholarship.

Bhownuggur English School.

Name.	Office.	Salary.
Prannarayen Myashanker ...	Master	Rs. 75 0 0

99. An English School, which is due to the liberality of the Thakoor, was opened at Bhownuggur during the last month of 1855-56. The number of pupils present at the opening was only 17. A more particular account will therefore be given in the next Report. The instruction given as yet is not up to the standard of other English Schools.

Godra English School.

100. A small English Department has been attached to the Vernacular School here, and is already expanding into a central English School.

Junaghur English School.

101. This is the only place (besides Rajkote) in Kattywar possessing an English School. The instruction given, however, is not as yet equal to that given in other English Schools. The Scholars are 65 in number.

Pahlunpoor English School.

102. An English School has been established here since 1840, but at present gives instruction to not more than 18 pupils. This is said to arise partly from the inefficiency of the incumbent, and partly from the indifference to education of the people.

Kolapore English School.

103. This School contains 84 pupils, and continues under the management of Krishnarow Chappajee, whose salary is Rs. 100 per mensem. The highest class read Chambers' Biography, Reid's Geography, Murray's British India, Chambers' British Empire, Murathee History, Algebra as far as Simple Equations, and Geometry.

104. The fees, amounting to one-eighth the expense of the School, for the year ending June 1855 were Rs. 229.

105. The boys of this School conduct, by themselves and without any remuneration, an Infant School, containing about 18 children.

106. In the Collectorate of Sattara there are four Jagheerdars' Schools, containing 129 scholars. "They "have all been but recently established. No portion of "the expense of these schools is charged to Government; "the whole is borne by the Jagheerdars. The general "conduct of the Schools is left to this Department, *i. e.*

" the Masters are appointed by us, and examinations are " held, and prizes distributed, under our discretion."

107. I have collected, from various sources, the following particulars relating to Schools existing in this Presidency independent of Government. It is to this class of institutions that the operation of the Grant-in-aid system is intended to apply. The independent Schools range themselves under the heads of Missionary Schools and Indigenous Schools, to which may be added a miscellaneous class of special professional and other Schools, chiefly existing at the Presidency Town.

Missionary Schools.

108. *Irish Presbyterian Schools.*—These are situated in Guzerat and Kattywar, and are 8 in number, containing about 457 scholars. The secular instruction given in them, entirely Vernacular, is reported by the Inspector as of an inferior description, which must needs be the case from the very low salaries allowed the Masters. The following account of their state at the commencement of the year under report has been kindly furnished by the superintending authorities :—

" There are three Schools connected with the Mission " at Gogo, two supported entirely out of the funds of the " Mission, and one in part. In all the Schools there is an " attendance of nearly two hundred scholars. Among the " scholars there are representatives of nearly all the castes " in the place. In the highest School, reading, writing, " arithmetic, history, geography, and Guzerathee grammar " are taught. In the other two Schools instruction is " chiefly confined to reading, writing, and arithmetic. " Religious instruction is communicated by the resident

" Missionary. Two of the teachers are Brahmins, the " third is a Mussulman. One of them was educated in " Surat, the other two in Gogo.

" The average attendance of pupils is somewhat above " two hundred. The number is made up of Vanyas, Brah- " mins, Parsees, and a few Mussulmans. They vary in " age from seven to fifteen years. The advanced classes " of each School are taught reading, writing, arithmetic, " grammar, geography, epitome of history and of astro- " nomy; as also the Christian Scriptures, and the leading " Christian doctrines and duties. The number in such " advanced classes averages seventy-five.

" To each School are appointed a Mehtajee, and two, " three, or four Monitors, at an average monthly expense " of Rs. 10 each, *i. e.* of Rs. 30 monthly for all the " Schools. Over the whole is placed a Superintendent, on " a monthly salary of Rs. 39. His duties consist in visit- " ing the Schools in succession, taking one or two Schools " daily, imparting instruction to the several classes in rota- " tion for two hours daily, entering a weekly record of " general progress, and observing that the several Teachers " discharge the duties allotted to them.

" The Mission supplies the Schools with books, taking " from each boy, on receiving his new book, about one- " fourth of its value.

" The resident Missionary or Missionaries hold frequent " private and two public examinations yearly. At the " public examinations prizes are awarded to meritorious " pupils.

" It thus appears that the monthly expenditure on all the " Schools, exclusive of books, is Rs. 70, which is borne by " the Mission. As yet pupils have paid no fees."

109. The Free Church of Scotland has Schools both at Poona and Sattara. It also supports three Beni-Israelite Schools in the Sub-Collectorate of Colaba, as well as some Dher Schools at Surat. Of the Schools at Poona Captain Lester observes,—

"The Schools of the Free Church of Scotland at Poona "are the only Schools which I have as yet had an oppor- "tunity of inspecting. I was very much pleased with "these. There are a great number of them at Poona, and "the aggregate number of children receiving instruction in "them is between 1,100 and 1,200.* Considerably more "than a third of these are Brahmins; Murathas and "Coonbees constitute about a sixth, Mussulmans about "an eighth, Telingees and other castes from the south of "India nearly as many; the rest being made up from "Sonars, Purbhoos, and Mahars."

110. The following is from the account of Dher Schools furnished by the Missionary in charge:—

"In almost every village and town of Güzerat there "is a large class of people called Dhers. It is not neces- "sary for me here to enter into a full account of these "people, further than to observe that they occupy nearly "the same place in Guzerat as the Mahars do in the "Dekkan. On account of their social position they are "very much despised by all classes of the Natives. They "are looked upon as one of the lowest classes of human "beings; and it is reckoned an act of defilement to touch "them. Their moral character is very low. They are "very much addicted to intemperance, and to all its con- "comitant vices. It is a remarkable fact connected with "these people, that they do not save any money. What-

* Report of the Free Church Mission for the year 1855.

" ever they earn they spend, and that chiefly upon drinking. " Hence they are always poor, and always in the hands of " the petty bankers, from whom they borrow money on " exorbitant interest. Naturally they are shrewd and clever, " and on the whole industrious.

" Among these people residing at Surat, the undersigned " [Rev. Dhanjibhai Naorozji] was led to open some Schools " three years ago. Before that period, so far as he knows, " there were none to which they could have sent their " children. At first only one School was opened by way " of experiment. In two or three days after its commence- " ment between fifty and sixty children were in attendance. " But after the novelty of the thing was over, the attend- " ance gradually decreased. On inquiring into the cause " of this, three objections were stated by some of the Dhers " against the education of their children :—1*st*, That they " were not made for learning; that when they attempted to " do any such thing, the 'Saraswati Máta' (the goddess of " learning) got angry with them, and killed those who " aspired after it; 2*nd*, That education would be of no " use to them, inasmuch as they would not be able to get " employment in Government Offices; 3*rd*, That, instead " of their children losing their time in learning, which, as " far as they are concerned, was of no value, it would be " much better for them to get into some employment as " soon as they should be able, and obtain the means of " support.

" With a view to remove these objections, and to show " the necessity and importance of Education, several " meetings were held among them. These meetings were " well attended. The past and present state of England " was made the subject of short conversations. It was

" shown from this that Education elevates people, and is " attended with incalculable blessings. The object aimed " at in these meetings was to some extent realized. Not " only was the existing School better attended, but demand " was made for others. Two more were established in " different parts of the city. They were also well attended.

" The lessons imparted in these Schools were all of an " elementary character. The advanced boys studied such " books as the Abridgment of the Old Testament Scrip- " tures in Guzerathee, a course of instruction containing " lessons on Morality, History, and Geography, the Lives " of the Cæsars in Guzerathee, and No. 2 of the Gnyana- " bodhak, published by the Students' Literary and Scientific " Society. Whatever portions of these books were perused " were done carefully; not only each sentence, but each " difficult word in it was explained to the boys.

" I may here state that I have never seen children in " this country surpass the Dher children in aptitude for " learning. Not only this, but in some things, such as me- " mory, quick apprehension of what is said to them, and " the solving of difficulties that may occur in lessons, they " are superior to some of the Hindoo boys. The only " thing in which I could not carry them on so well was " arithmetic.

" These Schools were at first liberally supported by " some of the European residents at this Station. The " whole expenditure of them came to Rs. 25 per mensem. " But as I had promised the teachers to raise their " salaries a little, it might have come to Rs. 28 or there- " about. Want of funds and other circumstances have " obliged me to close two of these Schools.

" I must, however, confess that the Dhers are not yet

" sufficiently alive to the importance of Education. There " is still a general apathy in their minds with regard to it. " They do not recognise any necessity for it. They are " content to be what they are, and to drag on in their " present miserable condition."

111. The London Missionary Society has Schools at Belgaum, Sholapoor, and Bailhongal in the Dekkan. In the Guzerat Division, also, there is a private School at Borsad connected with this Society. The Rev. Mr. Beynon, the Missionary in charge of the Dekkan Schools, refuses to permit any Government interference with them.

112. The Roman Catholics have a School at Belgaum. It is exclusively for the children of Roman Catholics, and Government inspection has not been invited.

113. The Church of England has Schools at Nassick, Ahmednuggur, and Malligaum. These are seventeen in number, and include two English Schools and two Girls' Schools. At Belgaum, also, the Rev. J. Churchill has under his charge two Schools, one for boys where a fee is paid, one free for girls. Nassick is, however, the centre of the Missionary operations of the Church of England. Besides an English School of thirty-eight boys, it maintains an Orphanage and Industrial School there.

114. At Bombay the Money School is conducted in connection with the Church Missionary, and gives an Education in English and Vernacular to 358 scholars. The same Society has also twelve separate Vernacular Schools, giving instruction to 618 pupils, both boys and girls.

115. The Schools of the Established Church of Scotland are confined to the Island of Bombay. They are said to give an English education up to College standard to upwards of 395 boys, and a Vernacular to 147 girls.

116. The American Missionaries have Schools at the Presidency and in the Dekkan. At Kolapoor they educate 353 boys and 52 girls.

117. The German Missionaries have Schools at Dharwar, Hubli, Molasamudra, Gudak, and Bettigherry, all in the Dekkan Division. Four of them have been visited by the Sub-Inspector of Dharwar Sub-Division.

Indigenous Schools.

118. These Schools are, according to present information, more than 2,386 in number, containing upwards of 70,514 scholars. They may be taken to include all Vernacular Schools exclusively maintained and managed by Natives. They include the Village Hindoo School, the true type of the indigenous School, the lowest in character and position, but the most commonly found; the Mahomedan School, distinguished by the attention it gives to religious instruction and its neglect of arithmetic, the redeeming point of the Hindoo; the Parsee School, the most modern and systematic; the School for low caste Hindoos, supported and maintained by charity, and perhaps in its origin and character the least indigenous of all.

119. The Hindoo or proper Indigenous Schools, it has been said, are the most numerous. They may, however, be considered as ready to disappear before the advance of Government Vernacular Education. The only exception to this is at Ahmednuggur, "where there are three well-"organized Government Schools, in which the rate of fees "is as usual one anna per mensem; yet the indigenous "Schools in that city (Nuggur) number upwards of thirty, "and the rates of fees in those Schools vary from two to "four annas per mensem."

120. But this is a solitary instance. In the rest of the Dekkan Division, especially the southern part of it, wherever even the Government School makes its appearance the Native institutions disappear. The same is the case universally in the Guzerat Division.

121. This is not astonishing when we become aware of the condition and constitution of these Schools. In the first place the Masters are low both in position and attainments. "Where individuals are influential and popular, it "is generally because they are the customary performers "of religious ceremonies. Only a small portion of them "can sign their names, or write a few words or forms they "have committed to memory."

122. In the second place the discipline is bad and punishment cruel, while the only thing that can be said to be taught at all in the Schools is Arithmetic, and that in a way not at all calculated to assist in the development of the reasoning powers. In most Schools the boys only learn Multiplication tables, in which we are told every whole number from 1 to 40 is multiplied by the 9 digits and by fractions up to $3\frac{1}{2}$ and even $7\frac{1}{2}$. In a few instances they add to this the tables of weight and measures, with mental arithmetic, consisting of calculations in practice, interest, discount, &c. It is said that within these limits great proficiency is attained. In literature, instruction is confined to the alphabet and formation of syllables. In some cases also the boys are made to commit to memory the customary headings of business letters of advice, of bills of exchange, &c.

123. The mode of paying the Masters varies so greatly in different Schools, that it is impossible to form an accurate estimate of the value of their employment.

" It is almost impossible to estimate accurately the " emoluments of the Masters, since they vary so much in " form, that in some districts al- " most every village has a mode " peculiar to itself. The Teachers' remuneration is generally " made up of fees paid in cash or in kind, or sometimes " both, with a variety of perquisites and privileges in addi- " tion. In some places every boy brings every morning as " much grain as he can carry in his closed hand, in others " each boy in turn provides for the Master one day's rations " of food according to a fixed scale. Some Masters receive " from each pupil five ripe mangoes in the proper season, " five or seven tiles in the rains, and three pies for a Cum- " blee or blanket in the cold weather. The fees in cash, " which form the principal part of the whole, are almost " universally regulated according to the progress of the " people, fixed sums, varying in different districts, being paid " on entering school, on completing different 'anks' or " multiplication tables, on commencing the alphabet, 'lekhas' " or mental arithmetic " rules, &c. A mar- " riage fee is also paid. " The marginal table " is an abstract of List " EH, in which have " been included every " class of emoluments, the value of which it is possible to " estimate or ascertain."

Masters' Emoluments.

Districts.	Maximum Monthly Pay.	Minimum Monthly Pay.	Average Monthly Pay.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
Surat	22 5 0	0 4 0	6 13 10
Broach	23 7 0	0 15 9	5 13 6
Kaira	51 5 8	0 15 0	8 4 6
Ahmedabad ..	44 8 0	0 5 0	7 5 2
	51 5 8	0 5 0	7 0 2

124. But, as far as can be ascertained, the fee paid monthly by each pupil is almost everywhere in advance of, and often nearly double, the fee of one anna now charged in Schools supported by Government.

125. The pupils in the indigenous Schools generally remain five or six years at School. They are mostly Brahmins, who in Guzerat alone are out-numbered, though even there not greatly, by the Banians and cultivators.

126. In some places, especially near Surat on the coast, the Indigenous Schools are only open a part of the year. In others the same School is under two or more Masters, who take the management of it by turns. Thus at Krumsud, in Guzerat, the School is in the hands of three proprietors, each of whom teaches in turn for two years at a time. Another Indigenous School in the same Division (Vadount) is the property of three persons, each of whom teaches in turn for the space of twelve months. In other places the Mastership is hereditary. There the Masters are higher in social position, though perhaps lower in attainments, than the average of their brethren.

127. Finally, it may be observed that the testimony of the Inspectors is almost unanimously against making Grants-in-aid to these Schools. Mr. Hope, for instance, says,—

Remarks on Indigenous Schools.

"The Indigenous School system has been found, in other "parts of India, to be so wide-"spread and deep-rooted an "institution, that it has been repeatedly laid down that no "scheme of Government education can be successfully "carried out, unless it be based upon it. I am humbly of "opinion that this is not the case here. We have seen "that there are Indigenous Schools in only 300 out of the "2,885 villages which exist in the four Collectorates of "Guzerat; they attract only about 2 per cent. of the "population of those villages; that the Masters have not as

" a class any great hold on the affection of the people;
" and that the instruction they give is, with the single
" exception of mental arithmetic, barely worthy of the
" name, and of no use in after life. We have also seen
" (para. 19) that small as, for a long time, were the means
" available for promoting education, our Schools have
" slowly, but steadily, gained ground from the year 1833
" up to the present time; and that, where they have been
" enabled to meet the Indigenous Schools on equal terms,
" the latter have given way. Supposing that we adopt as
" the basis of our system these Indigenous Schools, few and
" bad as they have thus been shown to be, and endeavour
" to improve them by the usual indirect methods of distri-
" buting prizes, selling books, and advising, admonishing,
" and applauding the Masters, what will be the result?
" There will no doubt be great increase in the number of
" Schools and Scholars. All who have at any period of their
" lives been teachers will, unless much better employed,
" return to their old occupation; all who have been unable
" to succeed in life—the ignorant, the unprincipled, and the
" infirm—will flock to a profession which the Government
" delights to honour. But will the improvement be real as
" well as apparent? Can we, with the books we sell, or
" give away, give also the power to read, to understand,
" and to appreciate them, and afterwards, which is harder
" still, to impart this power to others? Will our advice,
" approbation, or rebukes, give the Masters the knowledge,
" discernment of character, patience, self-control, impar-
" tiality, and zeal, which are among the first requisites of a
" teacher? Or, supposing our system to include normal
" training: will the persons whom we train, and send out to
" find a living where they can, as Indigenous Masters, be

" sufficiently numerous to displace their more ignorant " brethren ? Or, granting that they will be so, will the people " always have discrimination to reject the bad and choose " the good ? I doubt it. Such a system might show on " paper results to all appearance satisfactory in the extreme, " and these results might far exceed any that had been " previously attained, but still it would fail in the vital " point; that education under it would be neither sound " nor thorough; and at anything short of soundness and " thoroughness it is not worth while to aim. There cannot " be sound and thorough education in a School without " method and discipline, and these cannot be ensured here " without regular control over the appointment and actions " of the Master."

128. Captain Lester seems to think that it would be difficult to make any use even of the Indigenous School-masters by taking them away to be trained for employment in Government Vernacular Schools. He observes :—

" The question has been asked, Can we not employ any " of these men as Masters in our Schools ? I fear not, " though perhaps a few may be found out of the many " who might be able to carry on the duties of Assistant " Masters; but as a whole they are an ill-educated set of " men. The only argument at all in favour of employing " them is, that we should thereby counteract the opposi- " tion which they will naturally endeavour to raise against " us in establishing our Schools. While some of the best " of them might at once receive appointments as Assist- " ant Masters, probably we should find many others who " would be willing to enter as students in our Candidate " Teachers' Class, and after a six months' course of study " and instruction in the art of teaching, they might be

" drafted off as Assistant Masters in our Vernacular " Schools."

Mussulman Schools.

129. These in number rank next to the Hindoo Schools. In efficiency they may be considered superior, for though Arithmetic, the peculiar strength of the Hindoo School, is almost entirely neglected in the Mussulman, yet the study of the Koran, and very frequently of other books, and, we may add, the admission of girls, give the latter a literary, a refining, and moral influence, to which the former can make no pretension.

130. The number of Mussulman Schools in the Presidency is 165; they contain more than 3,538 scholars, of whom 332 in Guzerathee Schools are girls. A large number of Mussulman youths also attend Schools not exclusively Mahomedan, especially at the Presidency and in the Dekkan.

131. The principal instrument of instruction is the Koran, in some cases followed by the study of the Persian language, the text-books in the latter being the Gulistan, Bostan, Pandnama, &c. Of the Schools in Guzerat we are told that writing from dictation is sometimes added, but Arithmetic never. The peculiar drawback to the efficiency of these Schools resides in the poverty of the Mussulman community. The Masters are very often obliged by their poverty to labour at other occupations for support, and sometimes even to beg. On the other hand, at the Presidency, two of the Mussulman Schools are eleemosynary, no fees being taken.

132. In some Mussulman Schools pupils remain for ten years, and average from twenty-five to fifty years in age.

133. The Borah community is free from the poverty that weighs upon other Mahomedans, but its educational efforts seem purely religious.

134. I will here take notice of the Borah School called the "Daras," at Surat, which is certainly one of the most remarkable institutions in India. It is a Propagandist seminary, established in a fine pile of buildings, known as the Moolla's Palace. If there be no exaggeration in the figures mentioned by Mr. Graham, the Divine at the head of the College administers upon it a monthly expenditure of Rs. 5,400. There are no less than 30 Doctors of Divinity, Professors, and Tutors, who, besides the compulsory course of Koranic theology, are said to be willing to teach History, Geography, Astronomy, and Medicine, but not Law. Rs. 2,400 a month are employed in paying this staff, and the Moolla devotes the residue, Rs. 3,000 a month, to the maintenance of 200 students, whose ages range between fifteen and thirty years. The students are gathered from all quarters; from Oojein, Ahmedabad, Gwalior, Nagpoor, Poona, and return on the completion of their studies to propagate the Borah faith as Missionaries among their own people. Even there, it is said, they still draw a certain allowance for their support from the Moolla's revenues.

135. It is hardly necessary to say that this Seminary does not admit inspection. The Moolla is the religious chief of the Borahs. His revenues are said to amount to Rs. 3,50,000 a year, a statement which, if true, indicates the strength of religious enthusiasm in that community.

Parsee Schools.

136. These are 34 in number, and contain 2,229 scholars, of whom 261 are girls. They may be divided

into two classes, namely, those under the control of the Parsee Punchayet, and which will come under Government inspection, and, secondly, those conducted by private agency. Of the former there is an "English" School at Surat, with 78 boys, and equal in excellence to the inferior Government Institutions of the same class. The latter class of Parsee Schools are all under the management of priests, who have other sources of income besides teaching. In Surat a Parsee School has been established by subscription, in order to give instruction in Persian and Pehlvi. It is numerously attended by scholars of the Government English School in that city.

Special Indigenous Schools. Dekkan.

137. At Poona there are two Guzerathee Schools, "containing 33 boys, most of whom belong to the Borah and "Banian castes, and are taught Guzerathee reading and "writing, with such accounts as are useful in market "transactions. One of these Schools is entirely supported "by Duyaram Atmaram, a well-known Sowkar, in the "city of Poona. The teacher, who is a Shudra by caste, "teaches in the day-time, and devotes some hours in the "night-time to the shop business of Duyaram. No fee is "taken from the boys, and paper, ink, &c. are given gratis. "In the other School the children do not pay a fee in the "shape of money, but give uncooked food to their teacher "four times a month. This is said to be an hereditary "School, now under the patronage of an old widow, whose "husband when alive used to conduct it, but since his "death it has been conducted by a Guzerathee Brahmin kept "for the purpose by the widow of the late Master, who "receives uncooked food from the boys four times a month, "and gives one-fourth of it to the teacher now in charge.

" Some boys write on sand-boards, and the others on " Thalles (a brass pan of flat surface), which are given to " the Master when the boys leave School."

138. *Guzerat.*—At Ahmedabad and Broach there are five Murathee Schools, containing in all 137 Scholars. At Ahmedabad there is also a Sanskrit School.

Female Schools.

139. These, as said before, are not properly indigenous Schools, being the indirect result of European ideas and influence, although it is gratifying to state that many of them owe their actual establishment to the enlightened liberality of patriotic Natives.

140. The female Schools at the Presidency are sixteen in number, and are attended by more than 659 scholars. This includes seven Parsee Schools, if Schools they may be called, for the only thing done, or professed to be done in them, is needlework. The remuneration of the teachers is derived from the work of the girls, as well in needlework as in the performance of household duties.

Low Caste Schools.

141. The low caste Schools are only two in number (but the admission of low caste boys into indigenous Schools is not of very rare occurrence in the Dekkan). Rao Saheb Mahadew Govind Shastree gives the following account of the two Schools in question:—

" 29. These Schools, two in number, contain 188 boys, " and are supported partly by the Duxina Prize Com- " mittee, and partly by private subscriptions and donations " from European and Native gentlemen. The studies are " just the same as in Government Schools. No fee is " taken from the low caste boys. The City School was " established by Jote Govind Row Puhlay and his friends,

" and that in the Camp by the Managing Committee. The " books and slates are given gratis. There are four " Brahmin Teachers, and two of low caste."

142. Of the remaining Schools that may be called indigenous, perhaps the Sanskrit Schools are the most important. They are very numerous, mostly gratuitous, and attended more from religious than secular motives. They ought to be called rather private classes than Schools. Twenty Sanskrit Schools at Nassick, for instance, are attended by from two to five pupils each. The course of study very often consists in the committing to memory portions of the Vedas, without understanding them.

143. Infant and Singing Schools also deserve notice. Of the latter there are four in the Poona Collectorate. Boys of the Hurdas (persons " who deliver lectures in the public assemblies on religious subjects") attend there. But in some instances the boys of respectable persons go to these Schools and learn singing as an amusement.

144. There seem to be no more than three Infant Schools in the Presidency, two at Poona and one at Surat. It is said that one of those at Poona is self-supporting, and that both English and Murathee are taught in it. The Infant School at Surat has forty-nine scholars, and is kept up by subscription.

145. The Schools opened for Bheel boys in the Dekkan, and which have not yet come under inspection, have been of late opened to pupils of all castes, and all castes have very generally availed themselves of them.

Special, Professional, and other Schools at the Presidency.

146. Of the various private and special Educational

agencies also in operation at the Presidency no more than a notice is required here, as the present reports of all are in the hand of Government and the public. Besides the Bombay Education Society's establishment, there are two Schools in connection with the Trinity Chapel at Sonapoor. An Orphanage with several Girls' Schools is also supported by the Scottish Ladies' Association.

147. The following important Schools are in independent operation:—

1*st*.—The Parsee Benevolent Institution, in Bombay, is an important establishment, teaching 566 boys. The present Principal is the Rev. A. G. Fraser, late of the Poona College.

2*nd*.—The Purbhoo School, for members of the caste of that name, and educating 171 children.

3*rd*.—The Bhatia School, open to all castes, but attended principally by Bhatias, Khojas, Memons, and Lavanas. There are 179 pupils on the Register.

Portuguese Schools.

148. The so-called "Portuguese" community, inhabiting Bombay, Salsette, and the adjacent districts in the mainland, is understood to comprise about 67,000 souls, of whom more than 22,000 are said to live in the island of Bombay itself. They avail themselves, though not to a considerable extent, of the ordinary Government Schools, in none of which is there any instruction in the Portuguese language. Their separate and exclusive educational establishments are few and inefficient, teaching a little more than a smattering of Portuguese and Latin, and corresponding in character to the Sanskrit, Persian, and Pehlvi Schools before described as belonging to the Hindoo and Parsee communities. At the opening of the year under report a wish was expressed by some of the Portuguese

community for Government aid in improving and extending these establishments.

149. Accordingly, at the beginning of the Monsoon, T. C. Hope, Esq., Inspector of the Guzerat Division, who was specially qualified by his knowledge of the Portuguese language to influence that community, was desired by the Director of Public Instruction to endeavour to induce the Portuguese to make better provision for the education of their children. The result of his labours was, that in the September following an association was formed, entitled the "Portuguese Educational Society, having for its "object to communicate with Government on behalf of the "Portuguese Schools, to frame Rules for their guidance "and supervision, and to watch and direct the Catholic "and Moral Education of the Youth therein." At the same time, but independently of the Portuguese Educational Society, and to a certain extent in opposition to it, a plan was formed under the sanction of Dr. Hartmann, the Roman Catholic Bishop of Bombay, for the establishment of a College, with branch Schools, for giving instruction in English and Portuguese.

150. It is hardly necessary to point out that this divergence of policy was occasioned by the ecclesiastical differences which separate the "Roman" from the "Goanese" party of Roman Catholics.

151. The subsequent proceedings of the Portuguese Educational Society are matter for the next Annual Report.

Schools of the Students' Literary and Scientific Society.

152. This association has, as yet, received no pecuniary aid from Government. It was formed in 1848, by the Students and Assistant Teachers of the Elphinstone Insti-

tution, as a mutual improvement society, and with a view to the dissemination of knowledge by means of Vernacular lectures, discussion on scientific and social subjects, and the publication of cheap periodicals in the Vernacular languages. The "Guzerathee Dnyanprasarak" Magazine made its appearance in July 1849, the "Murathee Dnyanprasarak" in the following February. Both are monthly publications. Lately a Murathee Magazine for females has been started, and also a second Guzerathee Magazine, edited by the Secretary to the "Buddhi Wurdhuk Hindoo Subha," one of the Vernacular branch societies of the association. During the year 1855 sixty-one lectures and essays were read at the Society's Vernacular meetings, which were usually well attended. The Schools of the Society are now 16 in number. In February last they were attended by 1,132 pupils. Of these Schools, nine are Girls' Schools, with 654* pupils. The Schools have hitherto been supported solely by the Society, but their number and importance well entitle them to Government aid; and the President of the Society is in communication with the Director of Public Instruction on the subject.

School of Industry, Sewree.

153. The existence of this School is due mainly to the exertions of Dr. Buist. It is intended chiefly as a reformatory School for juvenile offenders. But a few of the pupils have been voluntarily placed there by their parents, for the purpose of learning a trade. They are taught reading, writing, and arithmetic, and, according to their capacities

* 136 Murathee-speaking Hindoo.
120 Guzerathee-speaking Hindoo.
398 Parsee (Guzerathee).

and tastes (with some regard to caste), they are instructed in carpentry, blacksmiths' work, turning in wood, metal moulding and casting, weaving, and coarser sort of pottery work. The hours of attendance in the School and workshops are from 10 A. M. to 5 P. M., with half an hour's intermission at noon. On the 30th April there were forty-seven pupils or apprentices, ranging from six to eighteen years of age. These were working at the following trades, viz. iron and brass, 5; coir-mat makers, 13; potters, 17; carpenters, 6; weavers, 5; too young to work at a trade, 1; total,.47.

Sir Jamsetjee Jejeebhoy School of Art and Industry.

154. In May 1853 Sir Jamsetjee Jejeebhoy, with his usual munificence, offered, on certain conditions, to appropriate a sum of Rs. 1,00,000 to a School for the Improvement of Arts and Manufactures in Bombay. This proposal was communicated to the Court of Directors, who desired that a Committee should be appointed to frame a scheme for the establishment of the School, and authorised the local Government to adopt measures for carrying out the object. The Committee's report was submitted in May last, and without loss of time forwarded* for the sanction of the Honorable Court; who were again, in December last, solicited to lose no time in sending out a qualified Superintendent and Drawing Master from England.

* Government letter No. 1932, of 8th June 1855.

Naval School.

155. The Commander-in-Chief of the Indian Navy has recently proposed* to establish a Naval School in the Dockyard, for the training of artisans

* Government Endorsement No. 1608, of the 19th May 1856.

and Mechanics. The decision of Government upon his plan has not yet been made known.

Law Class in the Elphinstone Institution.

156. A Professorship of Jurisprudence has been instituted on an endowment subscribed in honour of Sir Erskine Perry. The Perry Professor commenced a course of Lectures in July 1855. His class was very numerously attended, the majority of those who entered not being Students in the Elphinstone Institution. Examinations are to be held in the month of June.

Photography Class.

157. A class for instruction in Photography (provisionally attached to the Elphinstone Institution) was opened, with the sanction of Government, as an experimental measure, in September last. It has been well attended, chiefly by young men employed in public or private Offices in Bombay. The result has been satisfactory, and some of the specimens handed up by competitors for prizes have been pronounced highly creditable.

158. Reports of the following special Schools have already been submitted to Government:—Maistree School and Engineer Class, under Colonel Scott, at Poona; the Evening Classes in the Poorundhur Circle; the Lawrence Asylum, Mount Aboo; Mahableshwur Vernacular School; Military Schools. Of the Poorundhur Evening Classes my Predecessor observes,—

"*Evening Classes.*—Several have been established in "the Poorundhur Circle for the instruction of the adult "agricultural population. These are said to have met with "success. Many cultivators have made some progress; in

" two instances the advancement was sufficient to enable " the men to assist in the instruction of their children."

Belgaum Sirdars' English School.

159. There is an English School at Belgaum under the care of the Political Agent; it is rather a special than a public Institution. It is supported in part by the Jagheerdars, in whom is vested the right of granting free admission. These is a second class of pupils, who pay a monthly fee of one rupee if admitted by the Jagheerdars. Government have recently authorised preliminary measures with a view to the extension of the benefits of this School, expressing their opinion " that the means exist, if they " can be all rendered co-efficient, of making an English " School at Belgaum of a very high order."

GOVERNMENT ECONOMIC MUSEUM, BOMBAY.

V.—*Miscellaneous.*

160. At the end of August last Government solicited the assistance of Dr. Impey (who was nominated Chairman), Professor Sinclair, Professor Fraser, Mr. Hunter, and Dr. Buist, to make arrangements for bringing into existence an Economic Museum, such as, besides subserving the ordinary ends of such establishments, should promise to be the means of promoting the intellectual amusement of the public as well as advancing general knowledge and instruction; and one of these gentlemen intimating his readiness to undertake the task imposed on them, drew up a very valuable body of suggestions for their guidance and instruction. The Officers' Mess Room, Town Barracks, was selected as a receptacle for the collection, and this, having been put under complete repair by the Garrison Engineer,

was handed over to the Committee, on New Year's day, the suite of apartments adjoining having afterwards been assigned as Store Rooms and Committee Rooms, and as lodgings for a European Clerk, whose residence on the premises was deemed desirable. From the time of their appointment the Committee had laboured incessantly to have primary arrangements completed by the time the room was ready for the collection, and by the end of October a considerable amount of supplies had been received. In November the fittings came in piecemeal from the Contractor's hands. In the course of the month of January nearly all the articles up to that date received were arranged and put in their places, and a special Exhibition having been got up, chiefly for the gratification of the Governor General, the Museum was for a week thrown open, when no fewer than 13,000 visitors were admitted. Since then supplies have come in more slowly than could have been desired, some misapprehension having apparently prevailed in reference to the nature and requirements of the Museum, and it was found impossible to prepare the collection, as was at one time expected, by the commencement of the hot weather. The Committee have meanwhile been constantly occupied in designing models, devising arrangements found requisite as matters advanced, getting drawings prepared for the Lectures, and otherwise, so far as was possible, forwarding the completion of the task committed to their charge.

Mechanics' Institution, Bombay.

161. The Bombay Mechanics' Institution was opened in 1847. It has been to some extent re-organised during the year. The Committee are desirous of offering prizes

for ingenious models and inventions, and also of arranging courses of popular lectures during certain months of the year. Average annual income, Rs. 24,000; circulation of volumes, 4,000; and volumes in Library, 2,875. Exact information as to their intentions has been promised.

Maps.

162. In order to facilitate the operations of the Department, my Predecessor obtained the permission of Government to make a collection of Talooka Maps, copies of which were to be furnished to each Inspector and Visitor (Deputy Inspector). Many valuable Government records have thus been multiplied, and, it may be said, preserved by the Department. The collection, however, is not yet complete, except as respects the Guzerat Division.

School Maps.

163. Correspondence also has been entered into with a Publisher in England with a view to the printing of School Maps of Indian and European Geography in the Vernacular languages. This important subject has been entrusted to Dr. Harkness, who is probably better qualified than any other person in the Presidency to solve the various difficulties that beset the undertaking.

Translation and Vernacular Literature.

164. Something has been done under this head, but with little method or spirit. The art of translation has yet to be learned in this country, and authorship, independent of Government support or European aid, exists only to the most limited extent.

"The office of Murathee Translator in the Department

" of Education has for a long time been held by Major
" Candy, who has devoted much time and labour to the
" improvement of the Murathee language and literature.
" It is hoped that he may be enabled, on his return to India,
" to give his whole attention to this important object. The
" charge of the office is in the meantime assigned to Rao
" Saheb Bhasker Damodhur.

" An office of Guzerathee Translator in this Department
" was during the year created, and bestowed on Mr.
" Graham at Surat, whose zealous efforts to improve the
" scientific literature of that province are elsewhere noticed
" as highly creditable to him."

165. The following remarks of Mr. Hope illustrate the literary operations of the Department in Guzerathee:—

Schools Books, Translations.

" Mr. Graham, the Guzerathee Translator to the Depart-
" ment, has been for some time
" engaged in making transla-
" tions of Hart's Mechanics and Davis' Conic Sections,
" which were ordered by the Board of Education for the
" Normal Class. These, as well as Lardner's Euclid,
" which he was more recently requested to translate, were
" finished shortly after the close of the year.

School Books, New Works.

" As it appeared that though learning History and
" Geography of other countries
" those of their own were
" entirely neglected by our students, I, in January last,
" made arrangements for the preparation of a History and
" a Geography of Guzerat, both of which will shortly be
" issued. A complete Treatise on Native Mental Arith-
" metic has also been prepared for the following reasons:
" in Bengal and the North-West Provinces it appears that
" the Indigenous Schools have acquired so deep-rooted a

"popularity that it has been repeatedly laid down that "no Educational efforts of Government can succeed unless "based on them. Here, however, the case is different, and "the system of Mental Arithmetic which they teach is "the main cause of their popularity. It appeared likely, "therefore, that if this subject could be taught equally "effectively in the Government Schools, the Indigenous "ones would be driven out of the field. The experiment "was tried on a small scale in Kattywar, and with favour-"able results. The boys stayed in the Indigenous Schools no "longer than was necessary to learn the Alphabets, and "wonderfully effective Multiplication Table," as the Visitor General of the North-West Provinces terms it, "and then "passed into the Government School to learn Mental Arith-"metic proper. The Indigenous Schools thus sank into a "position which they are well fitted to hold, and in which "they will be useful and economical to Government, viz. "that of the inferior Departments of the Government "Schools. With the aid of the new treatise, in which all "useful rules in vogue in different parts of the Division "have been codified, and the advantage of the Teachers "being under our own control, it does not seem too much "to hope that the subject will be taught better, and to "a larger percentage of boys, than it ever was in the "Indigenous Schools."

166. The following general view was submitted to Government by my Predecessor in his brief Memo. of departmental operations for 1855-56 :—

"Many of the Murathee books in use in Government "Schools have, like the Guzerathee books, been reprinted "during the year."

167. The Murathee Translator's Department at Poona

was engaged during the year under report in the following manner :—

An adaptation of the 2nd Book, and of Chapters I. to VI. of the 3rd Book of Mill's Principles of Political Economy.

" A second volume of Assistant Professor Krishna " Shastree's Murathee work on " Political Economy has been " completed. It was carefully " revised by Major Candy, " and an edition is being prepared. Major Candy has " submitted the MS. of the greater part of his Murathee " work on the Geography of Asia; some chapters are ready " for the Press, but the larger portion requires revision. It " consists of twenty chapters, and has cost him much " labour. A translation into Murathee of the History of " Greece by Bhawoo Shastree Paitkar is nearly finished. " Shrikrisna Shastree Talekur has commenced the trans- " lation of Schmidt's History of Rome. Vishnoo Shastree " Pandit has been employed upon a translation of Murray's " History of India. Nana Shastree Apte has furnished a " revised copy of his translation of Chambers' Euclid, an " edition of which is under preparation. A further report " on the present state of the Translation Department has " been promised by the Translator.

" Mr. Govind Narayen, Teacher in the Free Church " Institution, has prepared a work entitled ' Vegetable " Substances used for the Food of Man.' The copyright " has been secured; an edition is to be printed. The work " is highly commended.

" A quarterly Murathee Periodical is now being pub- " lished in Bombay, entitled ' Dnyan Durshan.' It con- " tains able translations or accommodations of standard " English works. Though too difficult for use in Schools " as a Class Book, it may be very useful to the superior

" class of Vernacular Masters. It is proposed to furnish " copies to Government Murathee Schools and to Native " General Libraries. Government already subscribe for " copies of the three general Magazines published by the " Students' Society, the Magazine published by the Ma- " nagers of the Parsee Punchayet Institution, and the " Magazine published by the Guzerat Vernacular Society.

" Besides the Tract and Book Society, the printing " agencies in connection with the Mission Institutions in " Surat and Bombay, and the Students' Literary and " Scientific Societies, there are in the Presidency at least " three associations for the promotion of Vernacular " Literature, viz. the Guzerat Vernacular Society, the " Dekkan Vernacular Society, and the Duxina Prize " Committee.

" The Guzerat Vernacular Society was established in " 1848. A sum of upwards of Rs. 10,000 was raised " for this object. His Highness the Guicowar contribut- " ing largely, and the neighbouring Chiefs, as well as the " citizens, assisting with donations. The Society has offer- " ed prizes for the best Essays on various subjects; has " assisted young men to translate and publish useful works; " has published also, on its own account, and issues a cheap " and popular magazine, 'Budhie Prakash,' containing " useful information. The Society formerly opened a " boys' and a girls' School. The former has been closed; " the latter has been adopted and endowed by the She- " tanee Hurkooverbaee, as already stated. There is also " a Native Library which has been founded by the Society, " in connection with which the Nuggur Shet Hemabhai " has recently undertaken to erect a suitable building for " Library, Museum, &c.

" Recent information in regard to the proceedings of the " Dekkan Vernacular Society has been promised, but not " received. I believe that the Society has, for a time at least, " suspended active operations.

" The Duxina Prize Committee had its origin in a " local charitable assignment (for the encouragement of " learned men), which existed under the Murathas, and was " continued by the British Government. The expense of " the Poona College has been defrayed out of this allow- " ance. Formerly all the balances used to be given away in " bounties. In 1849, however, a small portion was reserved " to be awarded as prizes for useful works in Murathee, and " more recently the whole of the available balance, not " appropriated to the College and the then recipients of " bounties, was devoted to ' Translation exhibitions,' and to a " general fund for the encouragement of Literature and " Education. The management of this Fund is to be " altered, and the whole brought under the Department of " Public Instruction.

" There is also in Poona an interesting association, named " the Dekkan Institute. Its objects are, in some degree, " similar to those of the Students' Society in Bombay. " No very recent account of its proceedings has been " received."

Native Libraries.

168. *Libraries in the Mofussil.*—These are twelve in number, supported by subscriptions, and donations of books. Reports have not been received from all, but they may be said to comprise nearly 10,000 volumes in the whole, and to number upwards of 650 subscribers. These institutions, in the majority of cases, hardly deserve the

name of Libraries, and should rather be termed Reading Rooms. Their funds are chiefly devoted to the purchase of Newspapers and Periodicals, and for Books they mostly rely on donations from Government and individuals. A striking exception, however, to this rule is furnished by the Ahmedabad Library, the history of which is very creditable to the inhabitants of that city, and to Mr. Curtis, its active Secretary.

169. It was established in 1849 by the Guzerat Vernacular Society, who endowed it with 300 volumes. Fifty-six persons immediately availed themselves of the institution, paying each a fee of one rupee per annum. With a view to render the Library more self-supporting, this fee was, in 1852, raised to three rupees per annum, and the number of subscribers immediately fell down to 33. But the Society did not recede from its resolution. It would not reduce the fee, but it determined to increase the inducement to pay it. Additional Newspapers and Magazines were taken in, and about 500 new Books added to the existing stock, and, on the other hand, for first class subscribers the fee was raised from Rs. 3 to Rs. 10. This was done in the course of 1854, and the result answered expectation; at the end of that year the number of members was 77.

170. Nor, during the year under report, has the Society relaxed its exertions. The number of subscribers is now 105, the Books in store number 2,273, the Newspapers taken in are more than 20; the subscriptions and donations during the year have reached the sum of Rs. 1,051, and a new building is being erected to contain the books, &c. the Nuggur Shet of Ahmedabad, Hemabhai Wukutchund, liberally contributing towards the expense the sum of Rs. 4,500.

171. The completion of this building will terminate the connection hitherto subsisting between the Vernacular Society and the Library, which will thenceforward bear the title of the Hemabhai Institution, and fall under the management of a Committee composed of residents in Ahmedabad, the entire expenses being borne by the inhabitants. This practical proof of Native interest in education will be a subject of just congratulation to the Committee, as showing that the money and trouble expended from first to last on the Library have not been thrown away.

172. The only other Library in the Mofussil which deserves separate notice is that of Poona. The average monthly receipts amount to upwards of Rs. 60. 343 English books and 32 Vernacular were added to the Library in the course of the year. Six English Newspapers were taken in, and two Murathee. The total number of Subscribers was 112, paying from one rupee to four annas per mensem. The total receipts amounted to Rs. 1,540-3-7. The expenditure to Rs. 849 on books and periodicals, Rs. 150 for establishment.

173. In the Presidency Town there are, it is believed, ten Public Native Libraries, most of which are said to be well conducted. But there is not sufficient information on my records to report on these in detail.

174. *Young Chiefs.*—Eight of the young Chiefs in the Province of Kattywar are under Tutors, and are occasionally examined by Officers in the Educational Department. The Master of the School of Wareye teaches the two young Chiefs at Pahlunpoor. None of the young Chiefs of the Mahee Kantha Agency have private Tutors; but eight have been brought to Sadra, and attend the Vernacular School there.

175. My Predecessor records the following estimate of the Officers employed in the Department during the year under report :—

" Among the Visitors of Schools the most successful " have been Rao Saheb Mahadeo Govind Shastree and Rao " Saheb Bhasker Damodhur. The former has opened a " large number of Vernacular Schools in his districts; and " the latter has made arrangements for the opening of a still " larger proportion. They are both entitled to great credit.

" The Educational Inspector in Guzerat, Mr. Hope, has " discharged his duties with the utmost zeal, and obtained " satisfactory results. He has succeeded in a Province " wherein up to this time no School had been opened on " the partially self-supporting system."

176. The Maps which accompany this Report were prepared at my request by Rao Saheb Bhasker Damodhur, whose zealous and intelligent assistance in this and other matters I have great pleasure in bringing before the notice of Government.

Appendices [C] and [D].

I have the honour to be,

Sir,

Your most obedient Servant,

E. I. HOWARD,

Director of Public Instruction.

APPENDICES

TO THE

REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION

FOR 1855–56.

I.—INSTITUTIONS FOR GENERAL EDUCATION.

TABLE 1.

Government Colleges and Collegiate Institutions.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	Number of Pupils studying in each Language at the end of the Year.					Monthly Rate of School Fee.	Receipts.										Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
			Hindoos.	Mahomedans.	Others.	Total.		English.	Maratheé.	Guzerathee.	Hindustance.	Sanscrit.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Elphinstone College.	Bombay.	1835.	48	..	36	84	72	84	32	50	..	..	Rs.5	Rs. 24,756 0 0	.. Rs. 20,250 11 8	..	..	Rs. 1,260 0 0	..	..	Rs. 46,266 11 8	Rs. 26,667 10 2	Rs. 43 11 4	Rs. 26,711 5 6	Rs. 19,555 6 2	..	Rs. 317 15 11	Rs. 61 14 7	
Poona College.	Poona.	Sanscrit College, established 1821; amalgamated with Government English School 1851.	467	..	8	475	402	364	469	..	..	164	Rs.2 Rs.1 Rs.½	Rs. 37,728 0 0	..	..	..	Rs. 906 0 0	Rs. 1,091 4 6	..	Rs. 39,725 4 6	Rs. 34,932 8 5	Rs. 464 12 1	Rs. 35,397 4 6	Rs. 4,328 0 0	..	Rs. 88 0 10	Rs. 35 12 9	The Poona College contains a School department and a Normal department.

Table 2.

Government Schools of the Higher Class, teaching up to University entrance standard.

Name of Institutions.	Localities.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	Number of Pupils studying in each Language at the end of the Year.					Monthly rate of Schooling Fee.	Receipts.						Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Hindustanee.	Sanskrit.	Guzerathee.		From Government.	Proceeds of Endowment.	Local Rate of	Subscriptions and Donations.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	9a	9b	9c	9d	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
														Rs.	Rs.		Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	
Central [illegible], Elphinstone Institution.	Bombay	1822	260	11	341	612	519	612	150	52	27	354	Rs. 2	30,000 0 0	2,910 0 0	..	1,403 0 0	8,555 0 0	..	..	33,230 0 0	11,795 0 0	1,445 11 11	13,240 11 11	19,989 4 1	..	25 8 9	0 0 4	The Central School Elphinstone Institution and the School partment Poona College the only Institutions which p fessedly train boys for Colle
Surat, English School....	Surat.....	1842	..	..	..	418	296	418	..	..	..	..	As. 8	7,033 10 0	..	..	..	1,905 0 0	616 7 0	Unknown.	10,543 1 0	7,808 10 0	89 8 0	7,993 8 0	2,550 14 0	..	26 15 0	26 12 10	* The branch Schools of the phinstone Institution are partially supported out of Government Grant of Rs. 90,
Ahmedabad, English School.	Ahmedabad..	1840	..	..	..	185	120	185	..	..	..	..	As. 8	4,000 0 2	..	..	..	873 8 0	626 2 0		6,106 10 2	4,508 8 0	255 7 8	4,763 15 8	1,434 11 0	..	39 11 2	39 8 6	
Poona College. School Department included in Table 1.	....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	

TABLE

Government Schools of the Lower Class,

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.							Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzerathee.	Hindustanee.	Canarese.	Portuguese.	Persian.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	10	11	12	13	14	15
																Rs. a. p.			*Rs. a. p.*	*Rs. a. p.*
ch English School, phinstone Institution.	Fort, Bombay ..	1850	28	5	163	196	173	196	..	196	..	..	..	..	Rs. 2	.....	..	..	.....	2,304 0 0
nary English do., s., Mumbadevi and avel.	Native Town, do.	1850	239	25	134	398	303	398	206	192	..	..	..	..	Rs. 1	.....	..	..	.....	1,0[illegible] 0 0
glish School	Tanna.....	1851	72	1	37	110	69·9	110	40	15	..	..	..	..	Rs. 1 As. 12 As. 8	600 0 0	..	..	.....	[illegible] 0 0
Ditto	Rutnagherry	1845	76	2	..	78	39	78	..	..	..	..	..	..	As. 8	1,520 0 0	..	..	.....	[illegible] 0 0
Ditto	Sattara	1829	95	1	6	102	100	102	..	..	..	..	..	..	Rs. 1 As. 8 As. 4	1,539 11 0	..	..	.....	333 4 0
Ditto	Ahmednuggur ..	1848	45	9	20	74	64	74	..	..	..	..	..	..	As. 8	2,633 4 0	..	..	.....	358 8 0
Ditto	Dharwar	1848	50	1	9	60	46	60	..	..	..	..	..	..	Rs. 1 As. 8	321 9 0	..	..	600 0 0	175 0 0
Ditto	Dhoolia	1853	85	5	3	93	68	93	..	..	..	..	..	..	As. 8	600 0 0	..	..	795 6 0	471 8 0
Ditto	Sholapore	1854	35	3	7	45	40	45	..	..	..	..	..	..	Rs. 1	600 11 6	..	..	24 0 0	540 0 0
Ditto	Bhownuggur	1856	..	..	..	17	17	17	..	..	..	..	..	..	Free.	.....	..	..	.....	.....
Ditto	Broach	1849	..	..	..	69	47	69	..	..	..	..	..	..	As. 8	1,198 14 7	..	..	.....	326 0 0
Ditto	Rajcote.....	[illegible]	..	..	..	92	53	92	..	..	..	..	..	..	Free.	1,620 0 0	..	..	1,620 0 0	.....
Ditto	Jumeghur	1852	..	..	..	65	46	65	..	65	..	..	..	..	Do.	840 0 0	..	..	840 0 0	.....
Ditto	Pahlunpore	1848	..	..	..	14	13	14	..	..	..	..	..	..	Do.	†.....	..	..	480 0 0	.....
Ditto	Godra.....	1856	..	..	..	27	26	27	..	..	..	..	..	..	As. 8	.....	..	..	‡ 18 13 11	10 8 0
Portuguese School....	Tanna.....	..	..	..	..	50	36 to 75	..	..	..	..	..	50	..	None.	180 0 0	..	..	120 0 0	.....
Murathee School.....	Do.	1822	85	4	9	98	64 to 89	..	98	..	..	..	..	..	..	376 10 8	..	..	.....	57 1 0
Ditto	Kallian	1830	218	7	2	227	140·12	..	227	..	..	..	..	..	One anna per rupee by each Pupil.	414 0 0	..	..	.....	135 2 0
Ditto	Bassein	1833	118	..	..	118	85·33	..	118	..	..	..	..	..		276 0 0	..	..	.....	84 6 0
Ditto	Mahad	1839	105	3	..	108	80·34	..	108	..	..	..	..	..		234 0 0	..	..	.....	66 1 0
Ditto	Panwell	1831	136	..	4	140	112·66	..	140	..	..	..	..	..		379 0 0	..	..	.....	87 4 0
Hindustanee School ..	Do.	1840	..	30	..	30	27·03	..	..	..	30	..	..	4		120 0 0	..	..	120 0 0	22 5 0
Murathee School	Mahim	1840	120	..	..	120	81·79	..	120	..	..	..	..	..		270 0 0	..	..	.....	88 15 0

3.

including Tahsilee and Village Schools.

Sale of Books.	Other sources.	Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	
.....	.....	3,304 0 0	3,348 0 0	118 0 0	3,466 0 0	.....	162 0 0	20 0 7	0 14 11	
.....	.....	1,020 0 0	2,020 2 0	77 2 0	2,097 4 0	.....	1,077 4 0	7 6 11	4 9 11	
.....	.....	1,312 0 0	1,200 0 0	42 0 0	1,242 0 0	70 0 b	.....	12 2 0	5 5 0	
50 10 0	.....	1,878 10 0	1,520 0 0	60 0 0	1,580 0 0	298 10 0	.....	40 8 2	38 15 7	
274 1 0	.....	2,158 0 0	1,500 0 0	50 8 0	1,550 8 0	598 8 0	.....	15 9 6	15 4 11	
*127 13 6	.....	3,119 9 6	2,628 0 0	11 0 0	2,639 0 0	480 9 6	.....	41 3 9	41 2 4	* Exclusive of balance (Rs. 99-14-6) standing on the 1st May 1865.
142 12 0	.....	1,239 5 0	891 0 0	76 13 0	967 13 0	271 8 0	.....	21 0 8	6 15 8	
.....	.....	1,866 14 0	1,380 0 0	15 6 0	1,395 6 0	471 8 0	.....	20 8 4	8 13 2	
53 8 6	.....	1,218 4 0	1,164 0 0	13 11 6	1,177 11 6	40 8 6	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
152 1 0	7 12 0	1,684 11 7	1,198 14 7	53 5 0	1,252 3 7	432 8 0	.....	26 10 3	25 8 2	
.....	.....	3,240 0 0	3,240 0 0	.....	3,240 0 0	.....	.....	61 2 1	30 9 1	
.....	.....	1,680 0 0	1,680 0 0	.....	1,680 0 0	.....	.....	30 6 4	18 4 2	The same boys learn both English and Oorooshee. They are rather backward at present.
.....	.....	480 0 0	480 0 0	.....	480 0 0	.....	.....	32 1 7	.....	They are rather backward at present. † Paid by the Government of the Dewan of Pulleeapeem.
.....	.....	29 5 11	18 13 11	.....	18 13 11	10 8 0	.....	0 11 7	.....	‡ Paid out of the revenue of H. H. the Rajadhi.
.....	.....	300 0 0	300 0 0	.....	300 0 0	.....	.....	3 2 7	4 14 4	
.....	.....	433 11 8	376 10 8	.....	376 10 8	57 1 0	.....	5 12 10	5 12 10	
.....	.....	549 2 0	414 0 0	2 14 5	416 14 5	132 3 7	.....	2 15 7	2 15 3	
.....	.....	360 6 0	276 0 0	.....	276 0 0	84 6 0	.....	3 3 9	3 3 9	
.....	.....	300 1 0	234 0 0	28 7 0	262 7 0	37 10 0	.....	3 4 3	2 14 7	
.....	.....	466 4 0	366 0 0	13 0 0	379 0 0	87 4 0	.....	3 5 9	3 5 9	
.....	.....	262 5 0	240 0 0	.....	240 0 0	22 5 0	.....	3 14 6	4 7 0	
.....	.....	356 15 0	270 0 0	.....	270 0 0	88 15 0	.....	3 4 9	3 4 9	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.							Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzrathee.	Hindustanee.	Canarese.	Portuguese.	Persian.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	10	11	12	13	14	15
																Rs. a. p.			*Rs. a. p.*	*Rs. a. p.*
Murathee School	Oorun	1855	86	..	2	88	57·72	..	88	..	..	..	..	..	One anna per measm by each Pupil.	141 6 0	..	..	60 0 0	49 10 0
Ditto	Pulspe	1855	56	..	..	56	42·96	..	56	..	..	..	..	..		108 3 0	..	..	72 0 0	33 5 0
Ditto	Gulsunda	1855	45	..	..	45	34·95	..	45	..	..	..	..	..		151 10 0	..	..	60 0 0	27 4 0
Ditto	Kurade	1855	29	..	..	29	19·86	..	29	..	..	..	..	..		115 10 0	..	..	72 0 0	17 5 0
Ditto	Gorul	1855	2	..	18	20	15·97	..	20	..	..	..	..	..		155 1 0	..	..	90 0 0	13 2 0
Ditto	Moren	1856	5	..	10	15	10	..	15	10	..	..	..	..		50 7 7	..	..	24 9 7	2 6 0
Ditto	Kolapore	1856	48	..	..	48	38·3	..	48	..	..	..	..	..		117 10 2	..	..	21 11 6	7 8 0
Ditto	Joon	1856	18	..	1	19	10·83	..	19	..	..	..	..	..		61 3 10	..	..	8 8 4	2 3 0
Ditto No. I. ..	Rutnagherry	1823	190	20	..	210	152	..	210	..	..	..	..	..		504 12 0	..	..	.....	143 15 0
Ditto No. II...	Ditto	1823	288	2	..	290	183	..	290	..	..	..	..	..		498 12 0	..	..	.....	188 11 0
Ditto	Rajapoor	1831	127	1	..	128	105	..	128	..	..	..	..	..		174 12 0	..	..	.....	77 2 0
Ditto	Chiploon	1833	181	4	..	185	140	..	185	..	..	..	..	..		396 12 0	..	..	.....	116 0 0
Ditto	Moorood	1834	58	..	..	58	47	..	58	..	..	..	..	..		143 14 0	..	..	.....	26 5 0
Ditto	Debhol	1834	181	..	..	181	129	..	181	..	..	..	..	..		293 13 0	..	..	.....	103 7 0
Ditto	Gohagur.....	1837	136	..	..	136	98	..	136	..	..	..	..	..		226 1 0	..	..	.....	57 9 0
Ditto	Malwan	1841	100	3	..	103	83	..	103	..	..	..	..	..		272 0 0	..	..	.....	52 12 0
Ditto	Hurnai.....	1843	133	2	1	136	91	..	136	..	..	..	..	..		212 0 0	..	..	.....	77 10 0
Ditto	Someshwer.....	1843	45	..	..	45	27	..	45	..	..	..	..	..		150 0 0	..	..	.....	25 12 0
Ditto	Khed	1843	111	..	..	111	72	..	111	..	..	..	..	..		234 0 0	..	..	.....	72 12 0
Ditto	Palgud	1843	82	..	..	82	60	..	82	..	..	..	..	..		150 0 0	..	..	.....	46 8 0
Ditto	Vingorla.....	1844	127	5	..	132	83	..	132	..	..	..	..	..		176 0 0	..	..	.....	71 12 0
Ditto	Pawas.....	1847	94	1	..	95	77	..	95	..	..	..	..	..		150 0 0	..	..	.....	65 6 0
Ditto	Jalgaum.....	1847	78	..	..	78	53	..	78	..	..	..	..	..		150 0 0	..	..	.....	40 6 0
Ditto	Palset.....	1848	66	4	..	70	44	..	70	..	..	..	..	..		150 0 0	..	..	.....	32 4 0
Ditto	Anjunwell	1849	61	1	..	62	45	..	62	..	..	..	..	..		150 0 0	..	..	.....	40 2 0
Ditto	Malgoond	1851	134	1	..	135	101	..	135	..	..	..	..	..		242 0 0	..	..	.....	87 6 0
Ditto	Sheposhi	1855	88	..	..	88	47	..	86	..	..	..	..	..		87 8 0	..	..	60 0 0	38 11 0
Ditto	Ahmednuggur ...	1826	192	8	..	200	148	..	200	..	..	..	..	..	*As.* 1	468 8 6	..	..	.....	99 2 0
Ditto	Ditto	1832	135	7	..	142	109	..	142	..	..	..	..	..	1	440 4 6	..	..	.....	69 11 0
Ditto	Ditto	1826	71	28	6	105	80	..	105	..	..	..	..	..	1	373 9 0	..	..	.....	49 14 0
Murathee Low Caste School.	Ditto	1854	..	6	42	48	34	..	48	..	..	..	..	..	..	68 14 0	..	..	60 0 0	.....
Murathee School	Nassick	1826	147	3	..	150	118	..	150	..	..	..	..	..	As. 1 As. 2 As. 4	757 4 6	..	..	.....	128 3 0
Ditto	Yewlah	1837	139	2	..	141	115	..	141	..	..	..	..	..	As. 1 As. 2	394 0 6	..	..	.....	98 1 0
Ditto	Sungumnair	1834	108	..	1	109	80	..	109	..	..	..	..	..	1	311 7 6	..	..	.....	50 3 0
Ditto	Jamkhed	1841	66	4	..	70	49	..	70	..	..	..	..	..	1	153 12 0	..	..	.....	30 6 0

Receipts.			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	251 0 0	120 0 0	82 8 2	202 8 2	48 7 10	.....	5 8 1	2 7 3	
.....	.....	215 8 0	132 0 0	58 2 4	190 2 4	23 5 8	.....	4 6 9	2 8 3	
.....	.....	244 14 0	120 0 0	108 9 11	234 9 11	10 4 1	.....	6 11 4	4 5 4	
.....	.....	204 15 0	132 0 0	55 10 0	187 10 0	17 5 0	.....	9 7 1	5 13 1	
.....	.....	258 3 0	180 0 0	67 7 6	247 7 6	10 11 6	.....	15 7 11	9 11 3	
.....	.....	83 7 2	46 5 2	34 12 0	81 1 2	2 6 0	.....	8 1 8	5 10 4	
.....	.....	146 13 8	38 0 2	101 5 6	139 5 8	7 8 0	.....	3 10 3	3 1 1	
.....	.....	71 15 2	16 4 2	53 8 0	69 12 2	2 3 0	.....	6 7 0	5 10 5	
113 0 0	.....	851 11 0	564 0 0	155 6 5	719 6 5	132 4 7	.....	4 11 1	3 14 7	
.....	.....	687 7 0	468 0 0	177 4 0	645 4 0	41 3 0	.....	3 8 4	2 11 7	
.....	.....	251 14 0	144 0 0	88 12 0	232 12 0	19 2 0	.....	2 3 1	1 10 7	
.....	.....	512 12 0	366 0 0	145 9 9	511 9 9	1 2 3	.....	3 10 5	2 13 4	
.....	.....	170 3 0	120 0 0	33 14 0	153 14 0	16 5 0	.....	3 4 4	3 0 11	
.....	.....	397 4 0	240 0 0	145 3 2	385 3 2	12 0 10	.....	2 15 9	2 4 5	
.....	.....	283 10 0	180 0 0	95 1 0	275 1 0	8 9 0	.....	2 12 10	2 4 10	
.....	.....	324 12 0	240 0 0	77 4 0	317 4 0	7 8 0	.....	3 13 1	3 4 5	
.....	.....	289 10 0	180 0 0	110 0 0	290 0 0	.....	*0 6 0	3 2 11	2 5 2	*This overcharge was caused by a pencil being given to the Schoolmaster out of the fees collected for 11 months instead of for 12 months.
.....	.....	175 12 0	120 0 0	40 0 0	160 0 0	15 12 0	.....	5 14 9	5 8 10	
.....	.....	306 12 0	204 0 0	87 0 0	291 0 0	15 12 0	.....	4 0 8	3 4 0	
.....	.....	196 8 0	120 0 0	54 11 5	174 11 5	21 12 7	.....	2 14 5	2 8 0	
.....	.....	247 12 0	144 0 0	80 12 7	224 12 7	22 15 5	.....	2 11 3	2 1 11	
.....	.....	215 6 0	120 0 0	83 4 0	203 4 0	12 2 0	.....	2 10 2	1 15 2	
.....	.....	190 6 0	120 0 0	47 0 0	167 0 0	23 6 0	.....	3 2 4	2 13 3	
.....	.....	182 4 0	120 0 0	46 6 0	166 6 0	15 14 0	.....	3 12 6	3 6 6	
.....	.....	190 2 0	120 0 0	48 15 9	168 15 9	21 2 3	.....	3 12 1	3 5 4	
.....	.....	329 6 0	210 0 0	89 0 0	299 0 0	30 6 0	.....	2 15 4	2 6 4	
.....	.....	186 3 0	120 0 0	42 11 6	162 11 6	23 7 6	.....	3 7 4	2 13 9	
.....	.....	567 10 6	372 0 0	136 1 10	508 1 10	59 8 8	.....	3 6 11	3 4 8	
.....	.....	509 15 6	372 0 0	102 9 9	474 9 9	35 5 9	.....	4 6 7	4 0 7	
.....	.....	423 7 0	312 0 0	97 11 0	409 11 0	13 12 0	.....	5 1 11	4 10 8	
.....	.....	128 14 0	120 0 0	8 14 0	128 14 0	.....	.....	3 12 8	2 9 5	
.....	.....	885 7 6	660 0 0	306 5 8	966 5 8	.....	80 14 2	8 3 0	6 6 8	
.....	.....	492 1 6	288 0 0	189 10 9	477 10 9	14 6 9	.....	4 2 4	3 6 9	
.....	.....	361 10 6	270 0 0	105 11 0	375 11 0	.....	14 0 6	4 11 2	3 14 3	
.....	.....	184 2 0	150 0 0	3 12 0	153 12 0	30 6 0	.....	3 2 2	3 2 2	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.							Monthly Rate of Schooling Fee.	Receipts.					
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzerathee.	Hindustanee.	Canarese.	Portuguese.	Persian.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.	
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	10	11	12	13	14	15	
															As.	Rs. a. p.			Rs. a. p.	Rs. a. p.	
Marathee School	Akola.....	1832	119	1	..	120	74	..	120	..	..	..	..	..	1	410 15 6	..	..	.....	67 15 0	
Ditto	Trimbuck	1839	65	..	..	65	43	..	65	..	..	..	..	..	1	227 15 6	..	..	.....	35 15 0	
Ditto	Rahoree.....	1841	95	5	..	100	85	..	100	..	..	..	..	..	1	170 10 6	..	..	.....	30 0 0	
Ditto	Kotool	1838	48	1	..	49	25	..	49	..	..	..	..	..	1	181 13 0	..	..	.....	15 4 0	
Ditto	Chandore	1845	109	11	..	120	106	..	120	..	..	..	..	..	1	231 1 6	..	..	.....	82 0 0	
Ditto	Padseer	1842	94	6	..	100	65	..	100	..	..	..	..	..	1	198 8 0	..	..	.....	49 4 0	
Ditto	Rahate	1844	40	2	..	42	28	..	42	..	..	..	..	..	1	190 10 6	..	..	.....	18 1 0	
Ditto	Sinfer	1844	73	5	..	78	55	..	78	..	..	..	..	..	1	203 0 0	..	..	.....	26 1 0	
Ditto	Khurjet	1845	57	2	..	59	39	..	59	..	..	..	..	..	1	179 2 0	..	..	.....	25 14 0	
Ditto	Dhunderphul ..	1836	35	..	..	35	24	..	35	..	..	..	..	..	1	183 6 0	..	..	.....	16 13 0	
Ditto	Sookenah	1845	77	4	..	81	44	..	81	..	..	..	..	..	1	176 12 0	..	..	.....	28 8 0	
Ditto	Kopergaum	1846	68	1	..	69	51	..	69	..	..	..	..	..	1	189 0 0	..	..	.....	16 15 0	
Ditto	Poontumbee	1846	70	..	..	70	57	..	70	..	..	..	..	..	1	257 1 6	..	..	.....	22 11 0	
Ditto	Dindoree	1847	49	1	..	50	27	..	50	..	..	..	..	..	1	180 4 0	..	..	.....	31 1 6	
Ditto	Waree	1847	35	1	..	36	27	..	36	..	..	..	..	..	1	175 8 0	..	..	.....	13 4 0	
Hindustanee School ..	Sungumnair	1845	..	37	..	37	29	..	..	..	37	..	..	..	1	155 1 0	..	..	.....	6 15 0	
Marathee School.....	Keelalay	1848	39	7	..	46	40	..	46	..	..	..	..	..	1	180 11 6	..	..	.....	21 2 1	
Ditto	Khurda	1849	95	1	..	96	74	..	96	..	..	..	..	..	1	166 0 0	..	..	.....	26 10 0	
Ditto	Nimone	1854	27	5	..	32	15	..	32	..	..	..	..	..	1	60 6 6	..	..	60 0 0	8 5 0	
Ditto	Akolneir	1854	39	1	..	40	30	..	40	..	..	..	..	..	1	133 5 0	..	..	90 0 0	15 4 0	
Ditto	Ambee	1854	19	1	..	20	15	..	20	..	..	..	..	..	1	64 10 6	..	..	60 0 0	12 0 0	
Ditto	Vinchoor	1854	115	5	..	120	87	..	120	..	..	..	..	..	1	170 8 0	..	..	120 0 0	68 14 0	
Ditto	Sykheday	1855	75	5	..	80	54	..	80	..	..	..	..	..	1	133 15 0	..	..	51 12 0	22 2 0	
Ditto	Dhonbee	1856	18	2	..	20	19	..	20	..	..	..	..	..	1	87 12 0	..	..	4 12 0	1 3 0	
Ditto	Bhooja	1856	40	..	..	40	27	..	40	..	..	..	..	..	1	89 4 0	..	..	5 0 0	1 13 0	
Ditto	Saykheday.....	1856	..	12	..	12	6	..	..	12	..	..	..	..	1	4 0 0	..	..	4 0 0	0 12 0	
Ditto	Dhoolia	1826	163	3	..	166	132	..	166	..	..	..	..	..	1	512 12 6	..	..	.....	100 1 0	
Ditto	Errundole	1842	174	6	..	180	118	..	180	..	..	..	..	..	1	206 10 6	..	..	.....	118 15 0	
Ditto	Jamneed	1846	54	5	..	59	40	..	59	..	..	..	..	..	1	193 4 0	..	..	.....	23 8 9	
Ditto	Malligaum ...	1847	115	2	..	117	74	..	117	..	..	..	..	..	½	308 3 6	..	..	.....	115 15 0	
Ditto	Nunpoor	1849	80	..	..	80	65	..	80	..	..	..	..	..	1	168 2 6	..	..	.....	49 14 0	
Ditto	Betawad	1849	81	2	..	83	63	..	83	..	..	..	..	..	1	168 5 0	..	..	.....	39 11 0	
Ditto	Jaykheday.....	1849	49	..	..	49	28	..	49	..	..	..	..	..	1	164 2 6	..	..	.....	27 14 0	
Ditto	Assergbur.....	1837	54	26	7	87	58	..	87	..	..	..	..	..	....	373 0 0	..	..	.....	.....	
Ditto	Tulgnum	1855	59	..	..	59	48	..	59	..	..	..	..	..	1	98 15 7	..	..	85 2 7	26 13 3	
Ditto	Nundoorbar ...	1856	75	..	..	75	63	..	75	..	..	..	..	..	1	92 4 0	..	..	8 0 0	4 11 0	
Ditto	Poona	1826	200	..	..	200	181	..	200	..	..	..	..	..	1	799 0 0	..	..	.....	87 6 0	
Ditto	Do.	1830	101	..	..	101	86	..	101	..	..	..	..	..	1	273 7 0	..	..	.....	38 6 6	
Ditto	Do.	1830	177	..	..	177	167	..	177	..	..	..	..	..	1	410 2 0	..	..	.....	76 9 0	
Ditto	Junner	1839	111	2	..	113	78	1	113	..	..	..	..	..	1	313 12 0	..	..	.....	48 11 0	
Ditto	Indapoor	1836	47	..	..	47	26	..	47	..	..	..	..	..	1	165 4 0	..	..	.....	13 8 0	
Ditto	Saswad	1826	83	..	..	83	63	..	83	..	..	..	..	..	1	303 11 8	..	..	.....	21 10 10	

Receipts.			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	
.....	.....	478 14 6	390 0 0	103 13 6	493 13 6	.....	14 15 0	6 10 9	5 8 10	
.....	.....	263 14 6	174 0 0	93 6 1	267 6 1	.....	3 7 7	6 3 6	5 4 10	
.....	.....	200 10 6	150 0 0	65 15 6	215 15 6	.....	15 5 0	2 8 5	2 0 1	
.....	.....	197 1 0	150 0 0	45 6 1	195 6 1	.....	1 10 11	7 13 1	7 4 4	
.....	.....	313 1 6	180 0 0	145 7 6	325 7 6	.....	12 6 0	3 1 2	2 2 10	
.....	.....	247 12 0	150 0 0	60 7 11	210 7 11	37 4 1	.....	3 3 10	3 0 10	
.....	.....	208 11 6	150 0 0	70 0 [illegible]	220 0 4	.....	11 [illegible]4 10	7 13 8	6 12 11	
.....	.....	289 1 0	210 0 0	106 13 9	316 13 9	.....	27 12 9	5 12 2	4 12 6	
.....	.....	205 0 0	150 0 0	62 8 0	212 8 0	.....	7 8 0	5 7 2	4 9 5	
.....	.....	200 3 0	150 0 0	49 15 0	199 15 0	4 0 0	.....	8 5 3	7 10 3	
.....	.....	205 4 0	150 0 0	66 13 0	216 13 0	.....	11 9 0	4 14 10	4 0 3	
.....	.....	205 15 0	150 0 0	60 15 3	210 15 3	.....	5 10 3	4 2 2	3 11 3	
.....	.....	279 12 6	210 0 0	65 15 6	275 15 6	3 13 0	.....	4 13 3	4 8 2	
.....	.....	211 5 6	150 0 0	69 1 3	219 1 3	.....	7 11 9	8 1 10	6 11 2	
.....	.....	188 12 0	150 0 0	34 4 6	184 4 6	4 7 6	.....	6 13 2	6 8 0	
.....	.....	162 0 0	150 0 0	16 5 0	166 5 0	.....	4 5 0	5 11 9	5 5 6	
.....	.....	201 13 7	150 0 0	47 11 6	197 11 6	4 2 1	.....	4 15 1	4 8 6	
.....	.....	192 10 0	150 0 0	34 8 0	184 8 0	8 2 0	.....	2 7 1	2 3 11	
.....	.....	137 11 6	120 0 0	17 13 6	137 13 6	.....	2 0 0	9 3 0	4 10 5	
.....	.....	238 9 0	180 0 0	56 9 6	236 9 6	1 15 6	.....	7 14 2	4 7 1	
.....	.....	136 10 6	120 0 0	12 11 6	132 11 6	3 15 0	.....	8 13 6	4 4 11	
.....	.....	359 6 0	240 0 0	134 3 5	374 3 5	.....	14 13 5	4 4 9	1 15 4	
.....	.....	207 13 0	90 0 0	95 11 0	185 11 0	22 2 0	.....	3 7 0	2 7 8	
.....	.....	93 11 0	7 0 0	85 8 0	92 8 0	1 3 0	.....	7 13 11	4 9 10	
.....	.....	96 1 0	10 0 0	84 4 0	94 4 0	1 13 0	.....	3 7 11	3 4 10	
.....	.....	8 12 0	8 0 0	.....	8 0 0	0 12 0	.....	1 5 4	0 10 8	
.....	.....	612 13 6	474 0 0	143 12 6	617 12 6	.....	4 15 0	4 10 10	3 14 2	
.....	.....	325 9 6	174 0 0	127 3 6	301 3 6	24 6 0	.....	2 8 11	1 12 0	
.....	.....	219 12 9	180 0 0	16 4 0	196 4 0	23 8 9	.....	4 14 6	4 14 6	
.....	.....	424 2 6	270 0 0	169 15 0	439 15 0	.....	15 12 6	5 15 2	4 2 8	
.....	.....	218 0 6	150 0 0	44 2 6	194 2 6	23 14 0	.....	2 15 10	2 9 5	
.....	.....	208 0 0	150 0 0	43 1 0	198 1 0	14 15 0	.....	3 1 0	2 10 9	
.....	.....	192 0 6	150 0 0	30 12 6	180 12 6	11 4 0	.....	6 7 4	5 13 10	
.....	.....	373 0 0	360 0 0	13 0 0	373 0 0	.....	.....	6 6 11	6 6 11	
.....	.....	210 15 5	170 5 2	13 13 0	184 2 2	26 13 3	.....	3 13 5	2 1 0	
.....	.....	104 13 0	16 0 0	84 4 0	100 4 0	4 11 0	.....	1 9 6	1 7 4	
.....	.....	886 6 0	660 0 0	185 0 0	845 0 0	41 6 0	.....	4 10 8	4 6 7	
.....	.....	311 13 6	214 0 0	103 7 0	317 7 0	.....	7 9 6	3 11 5	3 2 10	
.....	.....	486 11 0	336 0 0	148 10 0	484 10 0	2 1 0	.....	2 14 5	2 8 3	
.....	.....	362 7 0	270 0 0	86 12 0	356 12 0	5 11 0	.....	4 9 2	4 0 4	
.....	.....	178 12 0	150 0 0	31 4 0	181 4 0	.....	2 8 0	6 15 6	6 5 8	
.....	.....	325 6 6	264 4 2	60 5 9	324 9 11	0 12 7	.....	5 2 5	4 13 1	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.							Monthly Rate of Schooling Fee.	Receipts.						
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzerathee.	Hindustanee.	Canarese.	Portuguese.	Persian.		From Government.			Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.			Fees, Fines, &c.		
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	10	11			12	13	14			15		
															As.	Rs.	a.	p.			Rs.	a.	p.	Rs.	a.	p.
Murathee School	Tullegaum.....	1830	71	1	..	72	56	..	72	..	..	..	..	..	1	170	8	0	..	..	.....			20	14	0
Ditto	Supeh	1836	53	2	..	55	46	..	55	..	..	..	..	..	1	181	13	5	..	..	.....			19	5	0
Ditto	Khed	1839	98	2	..	100	54	..	100	..	..	..	..	..	1	219	1	0	..	..	.....			21	2	0
Ditto	Goolch	1839	48	3	..	51	39	..	51	..	..	..	..	..	1	181	8	0	..	..	.....			21	7	0
Ditto	Chinchwad	1844	96	1	..	97	71	..	97	..	..	..	..	..	1	169	1	0	..	..	.....			31	14	5
Ditto	Powel.....	1840	42	1	..	43	37	..	43	..	..	..	..	..	1	164	8	0	..	..	.....			12	4	0
Ditto	Chass.....	1842	53	..	..	53	27	..	53	..	..	..	..	..	1	161	5	0	..	..	.....			13	13	0
Ditto	Shivapoor	1842	60	..	..	60	39	..	60	..	..	..	..	..	1	153	0	0	..	..	.....			14	3	6
Ditto	Pimpulwas	1845	45	3	..	48	31	..	48	..	..	..	..	..	1	189	10	6	..	..	.....			26	10	0
Ditto	Khevedh	1845	30	..	..	30	23	..	30	..	..	..	..	..	1	155	13	0	..	..	.....			16	15	0
Ditto	Kirdoos	1845	80	3	..	83	61	..	83	..	..	..	..	..	1	202	0	0	..	..	.....			44	8	11
Ditto	Awasury.....	1847	43	..	..	43	34	..	43	..	..	..	..	..	1	165	15	0	..	..	.....			30	4	6
Ditto	Chackun	1848	49	..	..	49	31	..	49	..	..	..	..	..	1	187	0	0	..	..	.....			20	12	9
Ditto	Buramattee	1847	157	1	..	158	127	..	158	..	..	..	..	..	1	201	15	0	..	..	.....			68	6	5
Ditto	Borre.....	1854	20	..	..	20	11	..	20	..	..	..	..	..	1	63	0	0	..	..	60	0	0	2	6	0
Hindustanee School ..	Indapoor	1854	..	18	..	18	14	..	..	..	18	..	..	..	1	62	10	0	..	..	60	0	0	10	9	8
Ditto	Buramattee	1854	..	16	..	16	17	..	..	..	16	..	..	..	1	64	2	0	..	..	60	0	0	14	5	0
Murathee School	Kullus	1854	19	8	..	27	18	..	27	..	..	..	..	..	1	73	2	0	..	..	60	0	0	2	13	0
Ditto	Kewla.....	1855	36	..	..	36	26	..	36	..	..	..	..	..	1	69	0	0	..	..	60	0	0	19	5	0
Ditto	Narayengaum ..	1855	37	3	..	40	32	..	40	..	..	..	..	..	1	89	14	6	..	..	82	0	0	17	3	0
Ditto	Pulusdeo	1855	87	2	..	89	45	..	89	..	..	..	..	..	1	174	7	4	..	..	74	4	4	1	7	0
Ditto	Dingoree	1855	49	1	..	50	38	..	50	..	..	..	..	..	1	139	14	8	..	..	97	2	8	7	6	0
Ditto	Anech	1855	20	..	..	20	19	..	20	..	..	..	..	..	1	133	12	0	..	..	39	0	0	1	4	0
Ditto	Rajoree	1855	56	3	..	59	37	..	59	..	..	..	..	..	1	135	2	2	..	..	35	10	8	15	9	0
Ditto	Katyas Wady ..	1855	19	..	..	19	9	..	19	..	..	..	..	..	1	104	4	2	..	..	23	6	2	1	7	0
Ditto	Dubhadyas Tullegaum	1856	38	..	..	38	30	..	38	..	..	..	..	..	1	99	13	0	..	..	39	9	0	2	15	0
Ditto	Munchus	1856	11	..	..	11	11	..	11	..	..	..	..	..	1	91	1	8	..	..	11	13	8	0	4	0
Hindustanee School ..	Junner	1856	..	34	..	34	27	..	..	..	34	..	..	..	1	5	7	9	..	..	5	7	9	0	15	0
Murathee School	Punporee	1856	20	..	..	20	20	..	20	..	..	..	..	..	1	84	6	7	..	..	5	2	7	0	13	0
Ditto	Alwat	1856	11	1	..	12	7	..	12	..	..	..	..	..	1	84	1	4	..	..	4	13	4	0	12	0
Ditto	Awasury	1856	15	..	..	15	15	..	15	..	..	..	..	..	1	83	4	0	..	..	4	0	0	.....		
Ditto	Chudolee	1856	24	..	..	24	24	..	24	..	..	..	..	..	1	2	0	0	..	..	2	0	0	.....		
Ditto	Wadav	1856	41	..	..	41	40	..	41	..	..	..	..	..	1	85	4	0	..	..	6	0	0	.....		
Ditto No. I.	Sattara	1828	104	9	..	113	82	..	113	..	..	..	..	..	As. 1 / As. 2 / As. 4	419	8	0	..	..	.....			53	15	0
Ditto No. II. ..	Do.	1853	129	2	..	131	119	..	131	..	..	..	..	..	As. 1 / As. 2 / As. 4	189	0	0	..	..	.....			67	0	0
Ditto	Wace	1853	152	3	..	155	69	21	155	..	..	..	..	..	As. 1 / As. 2 / As. 4 / As. 6	539	8	0	..	..	.....			61	8	3

Receipts.			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	200 6 0	174 0 0	5 8 0	179 8 0	20 14 0	.....	3 3 3	3 3 3	
.....	.....	201 2 5	174 0 0	20 15 2	194 15 2	6 3 3	.....	4 3 9	3 15 3	
.....	.....	240 3 0	180 0 0	53 15 0	233 15 0	6 4 0	.....	4 5 3	4 0 11	
.....	.....	202 15 0	174 0 0	36 0 0	210 0 0	.....	7 1 0	5 9 2	4 10 5	
.....	.....	191 15 5	150 0 0	38 5 0	188 5 0	3 10 5	.....	2 10 5	2 4 1	
.....	.....	176 12 0	150 0 0	23 0 0	173 0 0	3 12 0	.....	4 10 9	4 7 2	
.....	.....	175 2 0	150 0 0	17 5 0	167 5 0	7 13 0	.....	6 3 1	5 15 7	
.....	.....	167 3 6	150 0 0	6 7 6	156 7 6	10 12 0	.....	4 0 2	3 14 9	
.....	.....	216 4 6	180 0 0	32 12 8	212 12 8	3 7 10	.....	6 13 9	6 1 10	
.....	.....	172 12 0	150 0 0	14 13 0	164 13 0	7 15 0	.....	7 2 7	6 11 11	
.....	.....	246 8 11	174 0 0	73 4 0	247 4 0	.....	0 11 1	4 0 10	3 5 0	
.....	.....	196 3 6	150 0 0	45 2 8	195 2 8	1 0 10	.....	5 11 10	4 14 1	
.....	.....	207 12 9	174 0 0	41 3 1	215 3 1	.....	7 6 4	6 15 1	6 0 3	
.....	.....	270 5 5	150 0 0	183 5 0	333 5 0	.....	62 15 7	2 10 0	1 9 5	
.....	.....	125 6 0	120 0 0	3 0 0	123 0 0	2 6 0	.....	11 2 10	5 11 7	
.....	.....	133 3 8	120 0 0	10 10 0	130 10 0	2 9 8	.....	9 5 3	4 7 7	
.....	.....	138 7 0	120 0 0	10 2 0	130 2 0	8 5 0	.....	7 10 5	3 12 4	
.....	.....	135 15 0	120 0 0	14 13 0	134 13 0	1 2 0	.....	7 7 10	4 1 0	
.....	.....	148 5 0	120 0 0	12 1 0	132 1 0	16 4 0	.....	5 1 3	2 10 5	
.....	.....	189 1 6	164 0 0	19 5 0	183 5 0	5 12 6	.....	5 11 7	2 13 0	
.....	.....	250 2 8	250 2 8	100 11 0	350 13 8	0 15 0	.....	5 8 7	3 14 0	
.....	.....	184 7 4	74 5 4	105 12 0	180 1 4	4 6 0	.....	4 11 10	3 10 11	
.....	.....	174 0 0	78 0 0	95 6 6	173 6 6	0 9 6	.....	9 2 0	7 0 7	
.....	.....	186 5 10	71 5 4	103 8 3	174 13 7	11 8 3	.....	4 13 0	3 10 5	
.....	.....	129 1 4	46 12 4	81 7 6	128 3 10	0 13 6	.....	14 3 11	11 9 4	
.....	.....	123 5 0	41 2 0	79 4 0	120 6 0	2 15 0	.....	3 1 4	2 8 11	
.....	.....	103 3 4	23 11 4	79 4 0	102 15 4	0 4 0	.....	9 5 9	8 4 6	
.....	.....	11 14 6	10 15 6	.....	10 15 6	0 14 0	.....	0 6 6	0 3 3	
.....	.....	93 6 2	10 5 2	79 4 0	89 9 2	0 13 0	.....	4 7 7	4 3 6	
.....	.....	89 10 8	9 10 8	79 4 0	88 14 8	0 12 0	.....	12 11 2	12 0 2	
.....	.....	87 4 0	8 0 0	79 4 0	87 4 0	.....	.....	5 13 1	5 8 9	
.....	.....	4 0 0	4 0 0	.....	4 0 0	.....	.....	0 2 8	0 1 4	
.....	.....	91 4 0	12 0 0	79 4 0	91 4 0	.....	.....	2 4 6	2 2 1	
.....	.....	473 7 0	414 0 0	5 8 0	419 8 0	53 15 0	.....	5 1 10	5 1 10	
.....	.....	256 0 0	186 0 0	43 0 0	229 0 0	27 0 0	.....	1 14 9	1 9 4	
.....	.....	601 0 3	534 0 0	108 11 6	642 11 6	.....	41 11 3	9 5 0	7 13 3	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.							Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Mahratee.	Guzeratee.	Hindustanee.	Canarese.	Portuguese.	Persian.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	10	11	12	13	14	15
																Rs. a. p.			*Rs. a. p.*	*Rs. a. p.*
Murathee School	Punderpoor	1853	140	..	..	140	102	10	140	..	..	..	..	..	As. 1 / As. 2 / As. 4	537 2 10	..	..	.....	73 5 0
Ditto	Kurrar	1854	127	4	..	131	99	19	131	..	..	..	..	..	As. 1 / As. 2 / As. 4	539 8 0	..	..	.....	156 4 0
Ditto	Menowlee	1854	33	..	..	33	25	..	33	..	..	..	..	..	..	48 0 0	..	..	48 0 0	.....
Ditto	Limb	1854	52	..	..	52	46	..	52	..	..	..	..	..	..	87 0 0	..	..	84 0 0	.....
Ditto	Battisheeralleh ..	1854	46	..	..	46	37	..	46	..	..	..	..	..	..	120 0 0	..	..	120 0 0	.....
Ditto	Maholee	1854	40	..	..	40	17	..	40	..	..	..	..	..	..	60 0 0	..	..	60 0 0	.....
Ditto	Wattar	1854	27	..	..	27	26	..	27	..	..	..	..	..	..	65 2 0	..	..	60 0 0	.....
Ditto	Kudegaum	1854	22	2	..	24	19	..	24	..	..	..	..	..	..	48 0 0	..	..	48 0 0	.....
Ditto	Vithey	1854	78	..	..	78	58	..	78	..	..	..	..	..	..	99 0 0	..	..	96 0 0	.....
Ditto	Wagholee	1854	39	..	..	39	34	..	39	..	..	..	..	..	..	60 0 0	..	..	60 0 0	.....
Ditto	Astay	1855	119	1	..	120	94	..	120	..	..	..	..	..	..	226 6 0	..	..	102 0 0	.....
Ditto	Bondhan	1855	45	..	..	45	44	..	45	..	..	..	..	..	..	159 11 2	..	..	74 12 2	.....
Ditto	Vishlampoor	1855	101	6	..	107	82	..	107	..	..	..	..	..	..	234 1 2	..	..	115 5 8	.....
Ditto	Oosraz	1855	48	2	..	50	36	..	50	..	..	..	..	..	..	121 3 9	..	..	40 7 9	.....
Ditto	Kasegaum	1855	57	1	..	58	44	..	58	..	..	..	..	..	..	170 10 8	..	..	74 10 8	.....
Ditto	Kalay	1855	40	..	..	40	32	..	40	..	..	..	..	..	..	123 4 0	..	..	30 0 0	.....
Ditto	Medhay	1855	50	3	..	53	50	..	53	..	..	..	..	..	..	125 1 4	..	..	25 13 4	.....
Ditto	Mussoor	1855	101	3	..	104	77	..	104	..	..	..	..	..	..	146 12 0	..	..	60 0 0	.....
Ditto	Dhawadshee	1856	37	..	..	37	36	..	37	..	..	..	..	..	..	84 14 4	..	..	5 10 4	.....
Ditto	Patnee	1856	77	1	..	78	28	..	78	..	..	..	..	..	..	102 4 0	..	..	15 8 0	.....
Ditto	Pimpodee	1856	42	..	..	42	40	..	42	..	..	..	..	..	..	83 9 4	..	..	4 5 4	.....
Ditto	Chaphal	1856	57	..	..	57	39	..	57	..	..	..	..	..	..	84 6 2	..	..	5 2 2	.....
Ditto	Rahimatpoor	1856	67	5	..	72	60	..	72	..	..	..	..	..	..	94 12 0	..	..	8 0 0	.....
Ditto	Sholapoor	1827	140	..	..	140	134	..	140	..	..	..	..	..	As. 1	395 8 0	..	..	.....	58 3 0
Ditto	Barshee	1830	90	1	..	91	77	..	91	..	..	..	..	..	As. 1	306 2 0	..	..	.....	41 1 0
Ditto	Madhay	1830	68	..	..	68	53	..	68	..	..	..	..	..	As. 1	237 4 6	..	..	.....	42 13 0
Ditto	Mohol	1830	56	1	..	57	45	..	57	..	..	..	..	..	As. 1	191 12 6	..	..	.....	24 0 0
Ditto	Kudrumila	1846	137	6	..	143	79	..	143	..	..	..	..	..	As. 1	220 10 6	..	..	.....	63 6 7
Ditto	Vardaga	1849	39	..	..	39	36	..	39	..	..	..	..	..	As. 1	162 15 0	..	..	.....	18 9 0
Ditto	Pangaum	1855	20	..	..	20	18	..	20	..	..	..	..	..	As. 1	67 13 6	..	..	60 0 0	3 14 0
Ditto	Simvool	1855	40	1	..	41	19	..	41	..	..	..	..	..	As. 1	147 7 0	..	..	50 0 0	8 4 0
Ditto	Pungran	1855	19	1	..	20	11	..	20	..	..	..	..	..	As. 1	130 4 0	..	..	35 0 0	9 4 0
Ditto	Veer	1836	54	..	..	54	28	..	54	..	..	..	..	..	Ps. 9	82 10 6	..	..	.....	5 0 9
Ditto	Jejooree	1830	178	8	..	186	89	..	186	..	..	..	..	..	Ps. 9	396 15 1	..	..	.....	27 1 11
Ditto	Pargaum	1830	42	2	..	44	32	..	44	..	..	..	..	..	Ps. 9	105 7 0	..	..	.....	2 14 0
Ditto	Deeveh	1836	27	..	..	27	16	..	27	..	..	..	..	..	..	87 3 1	..	..	.....	2 7 6
Ditto	Pangray	1836	20	..	..	20	22	..	20	..	..	..	..	..	..	63 1 0	..	..	.....	2 2 0
Ditto	Aikputpoor	1830	48	..	..	48	30	..	48	..	..	..	..	..	..	68 15 6	..	..	.....	10 6 6

Receipts.			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	
.....	.....	610 7 10	531 10 10	48 8 0	580 2 10	30 5 0	.....	5 11 0	5 4 3	
.....	.....	695 12 0	534 0 0	74 0 0	608 0 0	87 12 0	.....	6 2 3	5 7 5	
.....	.....	96 0 0	96 0 0	.....	96 0 0	.....	.....	3 13 5	1 14 8	
.....	.....	171 0 0	168 0 0	3 0 0	171 0 0	.....	.....	3 11 6	1 14 3	
.....	.....	240 0 0	240 0 0	.....	240 0 0	.....	.....	6 7 9	3 3 10	
.....	.....	120 0 0	120 0 0	.....	120 0 0	.....	.....	7 0 11	3 8 5	
.....	.....	125 2 0	120 0 0	5 2 0	125 2 0	.....	.....	4 13 0	2 8 1	
.....	.....	96 0 0	96 0 0	.....	96 0 0	.....	.....	5 0 10	2 8 5	
.....	.....	195 0 0	192 0 0	3 0 0	195 0 0	.....	.....	3 5 10	1 11 3	
.....	.....	120 0 0	120 0 0	.....	120 0 0	.....	.....	3 8 6	1 12 3	
.....	.....	328 6 0	204 0 0	124 6 0	328 6 0	.....	.....	3 7 11	2 6 6	
.....	.....	234 7 4	149 8 4	84 15 0	234 7 4	.....	.....	5 5 3	3 10 0	
.....	.....	349 6 10	230 11 4	118 11 6	349 6 10	.....	.....	4 4 2	2 13 8	
.....	.....	161 11 6	80 15 6	80 12 0	161 11 6	.....	.....	4 7 10	3 5 10	
.....	.....	245 5 4	149 5 4	96 0 0	245 5 4	.....	.....	5 9 3	3 14 0	
.....	.....	153 4 0	60 0 0	93 4 0	153 4 0	.....	.....	4 12 7	3 13 7	
.....	.....	150 14 8	51 10 8	99 4 0	150 14 8	.....	.....	2 8 11	2 1 11	
.....	.....	206 12 0	120 0 0	86 12 0	206 12 0	.....	.....	2 10 11	1 14 6	
.....	.....	90 8 8	11 4 8	79 4 0	90 8 8	.....	.....	2 8 3	2 5 8	
.....	.....	117 12 0	31 0 0	86 12 0	117 12 0	.....	.....	4 3 3	3 10 5	
.....	.....	87 14 8	8 10 8	79 4 0	87 14 8	.....	.....	2 3 2	2 1 5	
.....	.....	89 8 4	10 4 4	79 4 0	89 8 4	.....	.....	2 4 10	2 3 7	
.....	.....	102 12 0	16 0 0	86 12 0	102 12 0	.....	.....	1 11 4	1 9 3	
.....	.....	453 11 0	390 0 0	34 13 9	424 13 9	28 13 3	.....	3 2 9	2 15 2	
.....	.....	347 3 0	270 0 0	89 12 6	359 12 6	.....	12 9 6	4 10 9	3 15 8	
.....	.....	280 1 6	210 0 0	55 4 6	265 4 6	14 13 0	.....	5 0 1	4 7 7	
.....	.....	215 12 6	174 0 0	34 12 6	208 12 6	7 0 0	.....	4 10 3	4 4 2	
.....	.....	284 1 1	180 0 0	174 2 6	354 2 6	.....	71 1 5	4 7 9	2 12 8	
.....	.....	181 8 0	150 0 0	28 8 0	178 8 0	3 0 0	.....	4 9 1	4 2 10	
.....	.....	131 11 6	120 0 0	11 13 6	131 13 6	.....	0 2 0	7 5 2	3 12 3	
.....	.....	205 11 0	100 0 0	104 1 0	204 1 0	1 10 0	.....	10 11 10	7 12 2	
.....	.....	174 8 0	70 0 0	98 12 0	168 12 0	5 12 0	.....	15 5 5	11 13 5	
.....	.....	87 11 3	59 4 0	31 13 9	91 1 9	.....	3 6 6	3 4 1	2 15 3	
.....	.....	424 1 0	353 0 1	75 1 4	428 1 5	.....	4 0 5	4 12 11	4 7 4	
.....	.....	108 5 0	84 0 0	21 13 0	105 13 0	2 8 0	.....	3 4 11	3 4 8	
.....	.....	89 10 7	68 12 5	20 6 8	89 3 1	0 7 6	.....	5 9 2	5 7 2	
.....	.....	65 3 0	60 0 0	3 5 0	63 5 0	1 14 0	.....	2 14 0	2 13 10	
.....	.....	79 6 0	57 0 0	27 1 6	84 1 6	.....	4 11 6	2 12 10	2 4 9	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.							Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzzrathee.	Hindustanee.	Canarese.	Portuguese.	Persian.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	10	11	12	13	14	15
																Rs. a. p.			*Rs. a. p.*	*Rs. a. p.*
Marathee School	Yadhawachee Wadee.	1836	57	1	..	58	28	..	58	..	..	..	..	..	..	72 1 1	..	..	.....	3 3 11
Ditto	Khullud.....	1836	23	..	..	23	18	..	23	..	..	..	..	..	..	59 8 6	..	..	.....	3 15 9
Ditto	Sonoree	1835	26	..	..	26	17	..	26	..	..	..	..	..	..	69 8 0	..	..	.....	7 5 0
Ditto	Moduch	1836	16	..	..	16	9	..	16	..	..	..	..	..	..	68 8 0	..	..	.....	1 0 0
Ditto	Goelunchery	1836	39	1	..	40	27	..	40	..	..	..	..	..	..	69 1 0	..	..	.....	6 2 3
Ditto	Pundhurny	1836	35	1	..	36	21	..	36	..	..	..	..	..	..	56 1 0	..	..	.....	7 6 3
Ditto	Guradeh.....	1837	26	2	..	28	15	..	28	..	..	..	..	..	..	83 11 0	..	..	.....	2 1 6
Ditto	Kodit	1837	86	1	..	87	44	..	87	..	..	..	..	..	..	109 11 10	..	..	.....	3 8 0
Ditto	Chamblee	1837	32	3	..	35	19	..	35	..	..	..	..	..	..	73 7 8	..	..	.....	3 7 3
Ditto	Bhongolee	1838	17	1	..	18	8	..	18	..	..	..	..	..	..	70 6 0	..	..	.....	1 8 3
Ditto	Chopday	1837	10	..	..	10	14	..	10	..	..	..	..	..	..	48 13 9	..	..	.....	3 14 6
Ditto	Sonee	1838	34	1	..	35	19	..	35	..	..	..	..	..	..	92 3 6	..	..	.....	4 13 2
Ditto	Mudoom	1838	36	1	..	37	26	..	37	..	..	..	..	..	..	80 10 6	..	..	.....	6 15 3
Ditto	Ambee	1838	17	3	..	20	22	..	20	..	..	..	..	..	..	60 6 0	..	..	.....	1 4 0
Ditto	Waleh	1840	71	1	..	72	59	..	72	..	..	..	..	..	..	179 8 6	..	..	.....	13 0 0
Ditto	Belsus	1940	102	3	..	105	55	..	105	..	..	..	..	..	..	88 0 0	..	..	.....	5 5 3
Ditto	Kivereh	1840	27	2	..	29	15	..	29	..	..	..	..	..	..	67 13 0	..	..	.....	3 1 6
Ditto	Monegaum	1840	45	..	..	45	27	..	45	..	..	..	..	..	..	111 6 0	..	..	.....	6 3 9
Ditto	Karatta	1840	20	..	..	20	11	..	20	..	..	..	..	..	..	64 8 0	..	..	.....	2 8 0
Ditto	Purinchay	1841	78	..	..	78	46	..	78	..	..	..	..	..	..	134 6 6	..	..	.....	10 14 6
Ditto	Wudgaum	1841	33	1	..	34	18	..	34	..	..	..	..	..	..	76 11 1	..	..	.....	5 1 0
Ditto	Malegaum	1842	59	5	..	64	38	..	64	..	..	..	..	..	..	119 14 0	..	..	.....	9 12 6
Ditto	Nimboot	1844	31	1	..	32	18	..	32	..	..	..	..	..	..	69 9 0	..	..	.....	2 9 6
Ditto	Rajapoor	1846	19	..	..	19	13	..	19	..	..	..	..	..	..	73 4 0	..	..	.....	1 12 9
Ditto	Woondowdee....	1849	15	..	..	15	7	..	15	..	..	..	..	..	..	81 14 6	..	..	.....	3 5 0
Ditto	Whavee	1847	26	..	..	26	15	..	26	..	..	..	..	..	..	60 13 0	..	..	.....	6 0 6
Ditto	Poreeh	1849	16	..	..	16	12	..	16	..	..	..	..	..	..	90 10 0	..	..	.....	3 2 3
Ditto	Malsheeras	1849	17	2	..	19	12	..	19	..	..	..	..	..	..	61 5 0	..	..	.....	3 13 6
Ditto	Kollehvechur ..	1849	24	..	..	24	9	..	24	..	..	..	..	..	..	66 15 0	..	..	.....	0 6 3
Ditto	Kothal	1849	24	..	..	24	16	..	24	..	..	..	..	..	..	58 9 0	..	..	.....	3 11 3
Ditto	Mamheer	1841	26	..	..	26	15	..	26	..	..	..	..	..	..	59 14 0	..	..	.....	1 5 9
Ditto	Korhalla	1851	23	..	..	23	15	..	15	..	..	..	..	..	..	57 13 0	..	..	.....	5 1 6
Ditto	Jaulgaum	1851	21	1	..	22	12	..	22	..	..	..	..	..	..	48 15 6	..	..	.....	5 7 0
Hindustanee School ..	Supeh	1852	..	26	..	26	16	..	..	..	26	..	..	..	..	60 0 0	..	..	60 0 0	3 3 6
Marathee School	Wagvy	1852	12	..	..	12	10	..	12	..	..	..	..	..	..	50 8 0	..	..	.....	0 13 0
Ditto	Pimpery	1854	22	..	..	22	11	..	22	..	..	..	..	..	..	49 15 0	..	..	.....	6 0 6
Ditto	Mahoor	1853	11	..	..	11	5	..	11	..	..	..	..	..	..	56 4 0	..	..	.....	1 4 3
Ditto	Reika.....	1853	20	1	..	21	17	..	21	..	..	..	..	..	..	54 10 6	..	..	.....	1 13 7
Ditto	Mandhee	1853	19	1	..	20	15	..	20	..	..	..	..	..	..	53 3 0	..	..	.....	3 11 6
Ditto	Duvoolgaum	1853	19	..	..	19	14	..	19	..	..	..	..	..	..	56 9 0	..	..	.....	4 3 0
Ditto	Pimperee	1855	22	..	..	22	16	..	22	..	..	..	..	..	..	51 2 0	..	..	.....	4 10 4

Receipts.			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	
.....	.....	75 5 0	52 3 4	24 1 9	76 5 1	.....	1 0 1	2 11 7	2 9 2	
.....	.....	63 8 3	48 0 0	16 9 0	64 9 0	1 0 9	.....	3 9 5	3 4 11	
.....	.....	76 13 0	60 0 0	18 8 0	78 8 0	.....	1 11 0	4 9 3	4 1 5	
.....	.....	69 8 0	59 0 0	9 8 0	68 8 0	1 0 0	.....	7 9 9	7 9 9	
.....	.....	75 3 3	54 0 0	16 11 0	70 11 0	4 8 3	.....	2 9 11	2 8 11	
.....	.....	63 7 3	48 0 0	8 9 0	56 9 0	6 14 3	.....	2 11 1	2 10 8	
.....	.....	85 12 6	72 0 0	14 8 6	86 8 6	.....	0 12 0	5 12 4	5 9 3	
.....	.....	164 3 10	122 5 10	45 15 9	168 5 7	.....	4 1 9	3 13 3	3 10 5	
.....	.....	76 14 11	59 5 8	16 10 0	75 15 8	0 15 3	.....	3 15 11	3 13 10	
.....	.....	71 14 3	60 0 0	10 14 0	70 14 0	1 0 3	.....	8 13 9	8 12 9	
.....	.....	52 12 3	46 11 9	2 2 0	48 13 9	3 14 6	.....	3 7 10	3 7 10	
.....	.....	97 0 8	78 0 0	14 11 6	92 11 6	4 5 2	.....	4 14 1	4 13 8	
.....	.....	87 9 9	69 0 0	15 4 0	84 4 0	3 5 9	.....	3 3 10	3 1 7	
.....	.....	61 10 0	54 0 0	6 10 0	60 10 0	1 0 0	.....	2 12 1	2 11 10	
.....	.....	192 8 6	150 0 0	46 10 0	196 10 0	.....	4 1 6	3 5 4	3 0 8	
.....	.....	93 5 3	73 11 2	19 10 7	93 5 9	.....	0 0 6	1 11 2	1 9 7	
.....	.....	70 14 6	57 0 0	13 8 3	70 8 3	0 6 3	.....	4 11 2	4 8 4	
.....	.....	117 9 9	84 0 0	27 14 0	111 14 0	5 11 9	.....	4 2 3	4 2 0	
.....	.....	67 0 0	60 0 0	4 9 0	64 9 0	2 7 0	.....	5 13 11	5 13 9	
.....	.....	145 5 0	108 0 0	36 8 3	144 8 3	0 12 9	.....	3 2 3	2 14 9	
.....	.....	81 12 1	62 15 1	18 9 0	81 8 1	0 4 0	.....	4 8 5	4 4 2	
.....	.....	123 10 6	91 0 0	32 14 0	128 14 0	0 12 6	.....	3 4 2	3 2 6	
.....	.....	63 2 6	48 0 0	13 3 0	61 3 0	1 15 6	.....	3 6 5	3 5 10	
.....	.....	75 0 9	60 0 0	13 4 0	73 4 0	1 12 9	.....	5 10 2	5 10 2	
.....	.....	85 3 6	60 0 0	21 14 6	81 14 6	3 5 0	.....	11 11 2	11 11 2	
.....	.....	66 13 6	54 0 0	12 5 3	66 5 3	0 8 3	.....	4 6 9	4 0 10	
.....	.....	93 12 3	72 0 0	18 10 0	90 10 0	3 2 3	.....	7 8 10	7 8 10	
.....	.....	65 2 6	54 0 0	7 6 0	61 6 0	3 12 6	.....	5 1 10	5 1 9	
.....	.....	67 5 3	52 8 0	14 8 0	67 0 0	0 5 3	.....	7 7 1	7 7 0	
.....	.....	60 14 3	54 0 0	6 13 0	60 13 0	.....	0 1 3	3 12 10	3 8 8	
.....	.....	61 3 9	54 0 0	6 6 6	60 6 6	0 13 2	.....	4 0 3	3 15 10	
.....	.....	62 14 6	54 0 0	3 15 0	57 15 0	4 15 6	.....	3 13 9	3 13 8	
.....	.....	54 6 6	48 0 0	1 1 3	49 1 3	5 5 3	.....	4 1 6	4 1 3	
.....	.....	123 3 6	120 0 0	.....	120 0 0	3 3 6	.....	7 8 0	3 12 0	
.....	.....	51 5 0	48 0 0	2 9 0	50 9 0	0 12 0	.....	5 0 11	5 0 10	
.....	.....	55 15 6	48 0 0	2 4 0	50 4 0	5 11 6	.....	4 9 1	4 8 8	
.....	.....	57 8 3	54 0 0	3 12 0	57 12 0	.....	0 3 9	11 8 9	11 4 0	
.....	.....	56 8 1	48 0 0	6 14 6	54 14 6	1 9 7	.....	3 3 8	3 3 5	
.....	.....	56 14 6	48 0 0	5 9 9	53 9 9	3 4 9	.....	3 9 2	3 8 9	
.....	.....	60 12 0	54 0 0	3 0 0	57 0 0	3 12 0	.....	4 1 2	4 0 8	
.....	.....	55 12 4	48 0 0	3 2 0	51 2 0	4 10 4	.....	3 3 1	3 3 1	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.							Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzerathee.	Hindustanee.	Canarese.	Portuguese.	Persian.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	10	11	12	13	14	15
															As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Murathee School	Baboorday.....	1855	24	1	..	25	18	..	25	..	..	..	..	..	..	68 7 6	..	..	.....	1 3 6
Ditto	Shurgapoor	1855	24	1	..	25	18	..	25	..	..	..	..	..	..	48 9 8	..	..	.....	9 2 0
Girls' School	Saswad, No. II..	1855	55	2	..	57	32	..	57	..	..	..	..	..	..	39 13 10	..	..	.....	1 10 0
Low Caste School	Ditto, No. III.	1855	49	2	..	51	36	..	51	..	..	..	..	..	..	40 13 1	..	..	.....	0 8 6
Murathee School	Dhunkadeo	1856	17	..	..	17	16	..	17	..	..	..	..	..	..	10 0 0	..	..	6 0 0	1 1 3
Ditto	Waghapoor	1856	22	..	..	22	8	..	22	..	..	..	..	..	..	3 15 3	..	..	2 5 11	0 10 0
Ditto	Bapgaum	..	Not known.			..	15	..	..	..	..	..	..	..	..	51 1 10	..	..	.....	0 3 9
Ditto	Rajuvadee.....	..	..	..	..	..	9	..	..	..	..	..	..	..	..	41 8 9	..	..	.....	1 1 3
Ditto	Dharwar	1826	214	6	..	220	182	..	220	..	..	..	..	..	1	485 8 0	..	..	.....	157 8 0
Canarese School.....	Ditto	1835	191	16	..	207	170	..	..	..	..	207	..	..	1	170 5 0	..	..	.....	117 6 0
Murathee School	Hoobly	1826	116	10	..	126	128	..	126	..	..	..	..	..	1	358 8 0	..	..	.....	95 1 0
Canarese School.....	Ditto	1835	95	15	..	110	112	..	..	..	110	110	..	..	1	171 4 0	..	..	.....	90 5 0
Ditto	Ranchednoor ...	1836	84	19	..	103	81	..	..	..	103	103	..	..	1	223 10 0	..	..	.....	80 14 0
Ditto	Hangul	1844	49	7	..	56	56	..	..	..	56	56	..	..	1	186 6 0	..	..	.....	57 10 0
Ditto	Nowlnoood	1844	132	8	..	140	115	..	..	..	140	140	..	..	1	243 0 0	..	..	.....	102 9 0
Ditto	Munkotee	1846	54	3	..	57	56	..	..	..	57	57	..	..	1	158 12 0	..	..	.....	43 3 0
Ditto	Moreh	1846	48	7	..	55	53	..	..	..	55	55	..	..	1	159 4 0	..	..	.....	39 15 0
Ditto	Bunkapoor	1848	92	8	..	100	82	..	..	..	100	100	..	..	1	166 8 0	..	..	.....	70 3 0
Ditto	Kalghatgi	1848	59	1	..	60	60	..	..	..	60	60	..	..	1	160 6 0	..	..	.....	45 6 0
Ditto	Seejaum.....	1855	101	6	..	107	85	..	..	..	107	107	..	..	1	65 10 0	..	..	50 0 0	30 9 0
Murathee School	Belgaum	1830	232	8	..	240	235	..	240	..	..	..	..	..	1	660 8 0	..	..	.....	217 13 0
Canarese School	Ditto	1838	162	4	..	166	143	..	..	..	166	166	..	..	1	321 8 0	..	..	.....	116 12 0
Murathee School	Sadalga	1841	100	2	..	102	93	..	102	..	..	..	..	..	1	167 10 0	..	..	.....	63 6 0
Canarese School.....	Gokak	1840	93	7	..	100	81	..	..	..	100	100	..	..	1	189 8 0	..	..	.....	79 9 0
Ditto	Savadathi	1838	179	11	..	190	152	..	..	..	190	190	..	..	1	203 11 10	..	..	.....	134 11 0
Ditto	Sunpgaum.....	1838	87	4	..	91	67	..	..	..	91	91	..	..	1	193 12 0	..	..	.....	48 4 0
Ditto	Beedee	1838	103	3	..	106	105	..	..	..	106	106	..	..	1	196 8 0	..	..	.....	76 2 0
Murathee School	Khanapoor	1843	77	..	..	77	63	..	77	..	..	..	..	..	1	149 12 0	..	..	.....	54 10 0
Canarese School.....	Itgi	1844	43	..	..	43	40	..	..	..	43	43	..	..	1	144 4 0	..	..	.....	29 13 0
Ditto	Bailhongu	1838	79	..	..	79	94	..	..	..	79	79	..	..	1	203 0 4	..	..	.....	76 0 0
Murathee School	Jamboti.....	1849	42	..	..	42	36	..	42	..	..	..	..	..	1	155 8 0	..	..	.....	29 11 0
Canarese School	Kooberi.....	1854	86	9	..	95	84	..	..	..	95	95	..	..	1	133 4 0	..	..	120 0 0	63 2 0
Murathee School	Chicodee	1855	116	4	..	120	100	..	120	..	..	..	..	..	1	170 12 0	..	..	150 0 0	81 14 0
Ditto	Alinet	1846	43	4	..	47	27	..	47	..	..	..	..	..	1	158 4 0	..	..	.....	13 7 0
Ditto	Hyperga	1840	43	1	..	44	41	..	44	..	..	..	..	..	1	159 8 0	..	..	.....	15 0 0
Ditto	Shindeega.....	1846	26	1	..	27	21	..	27	..	..	..	..	..	1	156 8 0	..	..	.....	11 10 0
Ditto	Indi	1851	26	..	..	26	25	..	26	26	..	..	..	..	1	120 4 0	..	..	.....	10 1 0
Ditto	Chadchun	1846	37	..	..	37	24	..	37	..	..	..	..	..	1	181 6 0	..	..	.....	14 3 0
Ditto	Mungolee	1847	42	1	..	43	34	..	43	..	..	..	..	..	1	158 6 0	..	..	.....	16 15 0
Ditto	Bhagawadee	1848	37	3	..	40	31	..	40	..	..	..	..	..	1	133 14 0	..	..	.....	16 9 0
Ditto	Modebehal.....	1846	23	3	..	26	22	..	26	..	..	..	..	..	1	156 12 0	..	..	.....	13 8 0
Ditto	Talicote	1856	55	..	..	55	47	..	55	..	..	..	..	..	1	130 12 0	..	..	120 0 0	39 4 0

Sale of Books.	Other sources.	Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	69 11 0	60 0 0	8 9 6	68 9 6	1 1 6	.....	4 14 5	4 14 3	
.....	.....	57 11 8	42 11 8	6 3 0	48 13 8	8 14 0	.....	2 11 5	2 11 2	
.....	.....	41 7 10	29 2 10	10 11 0	39 13 10	1 10 0	.....	1 3 11	1 3 11	
.....	.....	41 5 7	29 2 10	11 10 3	40 13 1	0 8 6	.....	1 2 2	1 2 2	
.....	.....	17 1 3	16 0 0	.....	16 0 0	1 1 3	.....	1 0 0	0 10 0	
.....	.....	6 15 2	6 5 2	.....	6 5 2	0 10 0	.....	0 12 8	0 7 11	
.....	.....	51 5 7	51 1 10	0 13 3	51 15 1	.....	0 9 6	3 7 5	3 6 6	
.....	.....	42 10 0	41 8 9	0 5 0	41 13 9	0 12 3	.....	4 10 5	4 9 10	
.....	.....	643 0 0	450 0 0	187 12 9	637 12 9	5 3 3	.....	3 8 0	2 5 4	
.....	.....	287 11 0	147 1 0	134 7 6	281 8 6	6 2 6	.....	1 10 5	1 9 5	
.....	.....	453 9 0	330 0 0	105 6 11	435 6 11	18 2 1	.....	3 6 4	2 12 8	
.....	.....	261 9 0	150 0 0	109 4 10	259 4 10	2 4 2	.....	2 5 0	1 8 4	
.....	.....	304 8 0	210 0 0	45 7 3	255 7 3	49 0 9	.....	3 2 5	2 12 1	
.....	.....	244 0 0	174 0 0	94 5 6	268 5 6	.....	24 5 6	4 11 4	2 1 1	
.....	.....	345 9 0	222 8 0	128 5 3	350 13 3	.....	5 4 3	3 0 10	2 13 1	
.....	.....	201 15 0	150 0 0	20 13 1	170 13 1	31 1 11	.....	3 0 10	2 13 4	
.....	.....	199 3 0	150 0 0	61 6 6	211 6 6	.....	12 3 6	3 15 10	3 0 0	
.....	.....	236 11 0	150 0 0	127 11 0	277 11 0	.....	41 0 0	3 6 2	2 0 5	
.....	.....	205 12 0	150 0 0	45 7 0	195 7 0	10 5 0	.....	3 4 1	2 10 9	
.....	.....	146 3 0	100 0 0	17 6 10	117 6 10	28 12 2	.....	1 6 1	0 12 7	
.....	.....	878 5 0	621 0 0	378 5 0	999 5 0	.....	121 0 0	4 4 0	2 12 11	
.....	.....	438 4 0	295 0 0	134 1 6	429 1 6	9 2 6	.....	3 0 0	2 3 11	
.....	.....	234 0 0	150 0 0	113 12 6	263 12 6	.....	29 12 6	2 13 5	1 12 10	
.....	.....	239 1 0	174 0 0	43 3 0	217 3 0	57 14 0	.....	2 10 10	2 5 5	
.....	.....	338 6 10	180 3 10	123 7 0	303 10 10	34 12 0	.....	1 15 10	4 1 1	
.....	.....	242 0 0	180 0 0	73 8 4	253 8 4	.....	11 8 4	3 12 7	2 14 4	
.....	.....	272 10 0	180 0 0	110 4 0	290 4 0	.....	17 10 0	2 12 3	1 13 11	
.....	.....	214 6 0	150 0 0	68 4 0	218 4 0	.....	3 14 0	3 7 5	2 8 6	
.....	.....	174 1 0	138 0 0	35 11 0	173 11 0	0 6 0	.....	4 7 11	3 9 8	
.....	.....	279 4 0	192 8 0	78 2 6	270 10 6	8 9 6	.....	2 14 1	2 2 7	
.....	.....	185 3 0	150 0 0	29 13 0	179 13 0	5 6 0	.....	4 15 11	4 5 1	
.....	.....	316 6 0	240 0 0	15 4 6	255 4 6	61 1 6	.....	3 0 7	1 9 4	
.....	.....	402 10 0	300 0 0	51 9 0	351 9 0	.....	.....	3 8 3	1 13 3	
.....	.....	171 11 0	150 0 0	65 6 6	215 6 6	.....	43 11 6	7 15 8	5 13 9	
.....	.....	174 8 0	150 0 0	15 8 0	165 8 0	9 0 0	.....	4 0 7	3 14 3	
.....	.....	168 2 0	150 0 0	20 8 0	170 8 0	.....	2 6 0	8 1 11	7 7 2	
.....	.....	130 5 0	112 8 0	16 10 3	129 2 3	1 2 9	.....	5 2 8	4 12 11	
.....	.....	195 9 0	174 0 0	20 14 0	194 14 0	0 11 0	.....	8 1 11	7 8 11	
.....	.....	175 5 0	150 0 0	15 14 0	165 14 0	9 7 0	.....	4 14 1	4 10 6	
.....	.....	150 7 0	126 0 0	14 14 0	140 14 0	9 9 0	.....	4 8 8	4 5 1	
.....	.....	170 4 0	150 0 0	31 12 0	181 12 0	.....	11 8 0	8 4 2	7 2 0	
.....	.....	280 0 0	240 0 0	32 7 6	272 7 6	17 8 6	.....	5 12 8	2 12 6	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.							Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzerathee.	Hindustanee.	Canarese.	Portuguese.	Persian.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	10	11	12	13	14	15
																Rs. a. p.			*Rs. a. p.*	*Rs. a. p.*
Murathee School	Bejapoor	1853	91	6	..	97	60	..	97	..	..	..	..	..	As. 1 / As. 2 / As. 3 / As. 4	390 0 0	..	..	.....	104 5 0
Guzerathee Schools,															*As.*					
No. I...	Ahmedabad	1826	..	..	..	239	128	..	..	239	..	..	..	..	1	433 2 11	..	..	.....	165 12 0
Ditto No. II..	Ditto	1826	..	..	..	72	44	..	..	72	..	..	..	..	1	155 2 10	..	..	.....	57 1 0
Ditto No. III.	Ditto	1848	..	..	..	109	59	..	..	109	..	..	..	..	1	386 14 0	..	..	61 0 0	56 8
Ditto No. IV.	Ditto	1849	..	..	..	143	102	..	..	143	..	..	..	..	1	463 6 1	..	..	61 0 0	106 6
Ditto	Surkey	1856	..	..	..	95	48	..	..	95	..	..	..	..	1	0 4 0	..	..	.....	12 0
Ditto	Wativa	1856	..	..	..	44	27	..	..	44	..	..	..	..	1	.....	..	..	.....	2 12
Ditto	Jeytulpoor	1856	..	..	..	50	34	..	..	50	..	..	..	..	1	.....	..	..	.....	3 7
Ditto	Bareza	1856	..	..	..	50	34	..	..	50	..	..	..	..	1	.....	..	..	1 0 0	3 2 0
Ditto	Dholka	1827	..	..	..	95	56	..	..	95	..	..	..	..	1	230 9 6	..	..	.....	62 3 0
Ditto	Wasnakelia	1856	..	..	..	10	..	..	..	10	..	..	..	..	1	.....	..	..	.....	.....
Ditto	Detry	1856	..	..	..	..	..	..	..	..	..	..	..	..	1	0 4 0	..	..	.....	.....
Ditto	Manchil	1856	..	..	..	63	35	..	..	63	..	..	..	..	1	0 4 0	..	..	.....	9 4 0
Ditto	Dholera	1847	..	..	..	34	30	..	..	34	..	..	..	..	1	142 12 0	..	..	35 0 0	28 7 0
Ditto	Dhundooka	1830	..	..	..	81	72	..	..	81	..	..	..	..	1	259 4 0	..	..	.....	65 13 0
Ditto	Bhowanggur....	1852	..	..	..	84	74	..	..	84	..	..	..	..	1	11 6 0	..	..	318 0 0	56 11 0
Ditto	Bhoomlee	1856	..	..	..	34	..	..	..	34	..	..	..	..	1	.....	..	..	3 10 6	1 12 0
Ditto	Walukat	1856	..	..	..	13	..	..	..	13	..	..	..	..	1	.....	..	..	.....	.....
Ditto	Kupadwhig	1830	..	..	..	59	41	..	..	59	..	..	..	..	1	285 4 0	..	..	.....	37 13 0
Ditto	Oomreth	1830	..	..	..	220	112	..	..	220	..	..	..	..	1	280 13 6	..	..	.....	139 2 0
Ditto	Mondha	1830	..	..	..	114	84	..	..	114	..	..	..	..	1	258 12 0	..	..	.....	75 15 0
Ditto	Karra	1826	..	..	..	151	93	..	..	151	..	..	..	..	1	479 4 8	..	..	.....	98 6 0
Ditto	Matur	1838	..	..	..	102	71	..	..	102	..	..	..	..	1	209 0 0	..	..	.....	217 7 0
Ditto	Mehemoodabad..	1848	..	..	..	67	50	..	..	67	..	..	..	..	1	191 15 8	..	..	.....	42 5 0
Ditto	Narriad	1826	..	..	..	317	242	..	..	317	..	..	..	..	1	617 15 9	..	..	.....	217 7 0
Ditto	Jamboosser	1830	..	..	..	95	65	..	..	95	..	..	..	..	1	297 10 8	..	..	.....	72 13 0
Ditto	Janbian	1856	..	..	..	31	16	..	..	31	..	..	..	..	1	.....	..	..	.....	2 8 0
Ditto	Ahmode	1833	..	..	..	83	51	..	..	83	..	..	..	..	1	249 10 8	..	..	.....	41 14 0
Ditto	Kerwara	1856	..	..	..	44	33	..	..	44	..	..	..	..	1	.....	..	..	.....	6 5 0
.....	Broach, No. I...	1826	..	..	..	149	112	..	..	149	..	..	..	..	1	492 12 8	..	..	.....	108 13 0
.....	Imclesher	1830	..	..	..	82	50	..	..	82	..	..	..	..	1	258 14 0	..	..	.....	59 1 0
.....	Hansote	1853	..	..	..	28	24	..	..	28	..	..	..	..	1	337 0 0	..	..	.....	22 6 0
.....	Randier	1849	..	..	..	43	36	..	..	43	..	..	..	..	1	159 0 0	..	..	.....	30 14 0
.....	Olpar	1827	..	..	..	56	28	..	..	56	..	..	..	..	1	285 0 0	..	..	.....	33 13 0
.....	Surat, No. I.....	1826	..	..	..	193	133	..	..	193	..	..	..	..	1	494 15 8	..	..	.....	127 0 0
.....	Do. No. II. ..	1826	..	..	..	81	45	..	..	81	..	..	..	..	1	306 1 0	..	..	.....	39 8 0
.....	Do. No. III...	1843	..	..	..	74	50	..	..	74	..	..	..	..	1	219 0 0	..	..	12 0 0	50 2 0
.....	Do. No. IV. ..	1847	..	..	..	130	75	..	..	130	..	..	..	..	1	282 12 8	..	..	27 0 0	73 5 0

Receipts.			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating a Pupil.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.
16	17	18	19	20	21	22	23	24
Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a.*
.....	.....	494 5 0	390 0 0	48 8 0	438 8 0	55 13 0	.....	7 4
.....	.....	658 14 11	481 12 11	153 5 8	635 2 7	23 12 4	.....	5 0
.....	.....	212 3 10	153 2 10	57 15 5	211 2 3	1 1 7	.....	4 12
.....	.....	504 6 0	366 0 0	84 9 0	450 9 0	53 13 0	.....	7 10
.....	.....	630 12 1	438 0 0	137 8 9	575 8 9	55 3 4	.....	5 10
.....	.....	12 4 0	4 5 9	.....	*4 5 9	7 14 3	.....	0 1
.....	.....	2 12 0	.....	.....	.....	2 12 0	.....	.....
.....	.....	3 7 0	1 3 6	.....	1 3 6	2 3 6	.....	0 0
.....	.....	4 2 0	1 0 0	.....	1 0 0	3 2 0	.....	0 0 6
.....	.....	292 12 6	165 0 0	67 1 3	232 1 3	60 11 3	.....	4 2 3
.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	0 4 0	.....	.....	.....	0 4 0	.....	.....
.....	.....	9 8 0	0 9 6	.....	0 9 6	8 14 6	.....	0 0 3
.....	.....	296 3 0	153 12 0	21 4 0	175 0 0	31 3 0	.....	5 13 4
.....	.....	325 1 0	249 0 0	57 1 3	306 1 3	18 15 9	.....	4 4 0
.....	.....	386 1 0	300 0 0	73 5 4	373 5 4	12 11 8	.....	5 0 8
.....	.....	5 6 6	2 13 6	0 13 0	3 10 6	1 12 0	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	323 1 0	252 0 0	25 8 0	277 8 0	45 9 0	.....	6 12 3
.....	.....	419 15 6	252 0 0	108 3 8	360 3 8	59 11 10	.....	3 3 5
.....	.....	334 11 0	252 0 0	56 0 0	308 0 0	26 11 0	.....	3 10 8
.....	.....	577 10 8	369 14 5	101 10 0	471 8 5	106 2 3	.....	5 1 1
.....	.....	426 7 0	150 0 0	58 4 3	208 4 3	218 2 9	.....	2 14 11
.....	.....	234 4 8	191 15 8	37 15 6	229 15 2	4 5 6	.....	4 9 7
.....	.....	835 6 9	573 3 0	228 3 5	801 6 5	34 0 4	.....	3 4 11
.....	.....	370 7 8	288 0 0	69 0 6	357 0 6	13 7 2	.....	5 7 10
.....	.....	2 8 0	1 8 0	.....	1 8 0	1 0 0	.....	0 1 6
.....	.....	291 8 8	240 0 0	38 11 3	278 11 3	12 13 5	.....	5 7 5
.....	.....	6 5 0	2 0 0	.....	2 0 0	4 5 0	.....	0 1 0
.....	.....	601 9 8	480 0 0	115 14 3	595 14 3	5 11 5	.....	5 5 2
.....	.....	317 15 0	258 0 0	51 5 6	309 5 6	8 9 6	.....	6 3 0
.....	.....	259 6 0	235 11 0	17 8 3	253 3 3	6 2 9	.....	10 8 9
.....	.....	189 14 0	150 0 0	30 2 6	180 2 6	9 11 6	.....	5 0 1
.....	.....	318 13 0	276 0 0	33 6 0	309 6 0	9 7 0	.....	11 0 9
.....	.....	621 15 8	482 3 0	108 2 0	590 5 0	31 10 8	.....	4 7 0
.....	.....	345 9 0	305 3 0	26 4 0	331 7 0	14 2 0	.....	7 5 10
.....	.....	281 2 0	222 0 0	38 4 6	260 4 6	20 13 6	.....	5 3 3
.....	.....	383 1 8	297 0 0	72 15 9	369 15 9	13 1 11	.....	4 14 11

			When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.							Monthly Rate of Schooling Fee.	Receipts.					
				Hindoos.	Mahomedans.	Others.	Total.		English.	Murethee.	Guzerathee.	Hindustanee.	Canarese.	Portuguese.	Persian.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
			3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	10	11	12	13	14	15
																As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
			1848	..	..	..	111	77	..	..	111	..	..	..	..	1	267 10 8	..	..	12 0 0	55 10 0
			1849	..	..	..	94	57	..	..	94	..	..	..	..	1	210 14 0	..	..	12 0 0	56 4 0
	ool		1848	..	..	..	110	29	..	..	..	110	..	..	..	..	270 0 0	..	..	68 10 6	38 12 0
	hool	Mo	1830	..	..	..	23	26	..	..	23	..	..	..	..	1	195 0 0	..	..	.....	20 5 9
	....	Bardolee	1847	..	..	..	33	21	..	..	33	..	..	..	..	1	210 14 0	..	..	.....	25 2 0
	itto	Surbhon	1848	..	..	..	23	20	..	..	23	..	..	..	..	1	150 14 0	..	..	.....	22 12 0
	Ditto	Kollawady	1841	..	..	..	16	33	..	..	16	..	..	..	..	1	240 14 0	..	..	.....	28 0 0
	Ditto	Vulsad	1830	..	..	..	56	24	..	..	56	..	..	..	..	1	274 8 0	..	..	.....	32 11 0
	Ditto	Pardee	1850	..	..	..	48	24	..	..	48	..	..	..	..	1	219 0 0	..	..	.....	28 0 0
	Ditto	Mandvee	1851	..	..	..	38	25	..	..	38	..	..	..	..	1	219 0 0	..	..	.....	17 2 0
	Ditto	Rajkote	1853	..	..	..	169	132	..	..	169	..	..	..	..	..	600 0 0	..	..	696 0 0	.....
	Ditto	Junagud	[illegible]	..	..	..	65	46	..	..	65	..	..	..	..	..	840 0 0	..	..	840 0 0	.....
	Ditto	Nava Nugur	1853	..	..	..	73	40	..	..	73	..	..	..	..	..	300 0 0	..	..	300 0 0	.....
	Ditto	Vadwan	1854	..	..	..	92	43	..	..	92	..	..	..	..	..	90 0 0	..	..	90 0 0	.....
	Ditto	Dhorajee	1854	..	..	..	32	28	..	..	32	..	..	..	..	..	300 0 0	..	..	300 0 0	.....
	Ditto	Morbee	1854	..	..	..	79	60	..	..	79	..	..	..	..	..	150 0 0	..	..	150 0 0	.....
	Ditto	Mova	1854	..	..	..	64	52	..	..	64	..	..	..	..	..	150 0 0	..	..	150 0 0	.....
	Ditto	Palituna	1854	..	..	..	58	50	..	..	58	..	..	..	..	..	120 0 0	..	..	120 0 0	.....
	Ditto	Limade	1855	..	..	..	130	89	..	..	130	..	..	..	..	..	120 0 0	..	..	120 0 0	.....
	Ditto	Dhrangdra	1855	..	..	..	102	76	..	..	102	..	..	..	..	..	120 0 0	..	..	120 0 0	.....
	Ditto	Nagnesh	1851	..	..	..	55	31	..	..	55	..	..	..	..	..	300 0 0	..	..	300 0 0	.....
	Ditto	Chooda	1851	..	..	..	42	35	..	..	42	..	..	..	..	..	300 0 0	..	..	300 0 0	.....
	Ditto	Gondal	1853	..	..	..	21	16	..	..	21	..	..	..	..	..	300 0 0	..	..	300 0 0	.....
	Ditto	Sukhtar	1853	..	..	..	7	4	..	..	7	..	..	..	..	..	210 0 0	..	..	210 0 0	.....
	Ditto	Vankaner	1854	..	..	..	10	4	..	..	10	..	..	..	..	..	90 0 0	..	..	90 0 0	.....
	Ditto	Palhunpe[illegible]r	..	..	..	..	15	22	..	..	15	..	..	..	..	..	.....	..	..	240 0 0	.....
	Ditto	Warrye	..	..	..	..	2	2	..	..	2	..	..	..	..	..	.....	..	..	120 0 0	.....
	Ditto	Thara in Kunkery	1856	..	..	..	46	46	..	..	46	..	..	..	..	..	.....	..	..	15 0 0	.....
	Ditto	Godra	1854	..	..	..	30	41	..	..	30	..	..	..	..	..	.....	..	..	211 5 0	.....
	Ditto	Hallole	1855	..	..	..	63	81	..	..	63	..	..	..	..	..	.....	..	..	240 6 0	.....
	Ditto	Kallole	1855	..	..	..	67	66	..	..	67	..	..	..	..	..	.....	..	..	183 7 0	.....
	Ditto	Veezul[illegible]ur	1856	..	..	..	42	38	..	..	42	..	..	..	..	..	.....	..	..	52 2 0	.....
	Ditto	Dakos[illegible]	1856	..	..	..	33	33	..	..	33	..	..	..	..	..	.....	..	..	51 5 0	.....
	Ditto	Jhalo[illegible]	1856	..	..	..	65	77	..	..	65	..	..	..	..	..	.....	..	..	59 7 0	.....
	Ditto	Sadr[illegible]	..	..	..	..	35	32	..	..	35	..	..	..	..	..	.....	..	..	300 0 0	.....
	Ditto	Eder[illegible]	..	..	..	..	153	153	..	..	153	..	..	..	..	..	.....	..	..	180 0 0	.....

Sale of Books.	Other sources.	Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	335 4 8	258 0 0	65 0 0	323 0 0	12 4 8	.....	4 3 1	3 7 7	
.....	.....	279 2 0	237 0 0	28 11 6	265 11 6	13 6 6	.....	4 10 7	3 11 3	
.....	.....	377 6 6	338 10 6	38 12 0	377 6 6	.....	.....	13 0 3	9 5 6	
.....	.....	215 5 0	186 0 0	0 10 6	186 10 6	28 10 6	.....	7 2 10	7 8 0	
.....	.....	236 0 0	210 0 0	.....	210 0 0	26 0 0	.....	10 0 0	10 8 0	
.....	.....	173 10 0	150 0 0	.....	150 0 0	23 10 0	.....	7 8 0	7 8 8	
.....	.....	268 14 0	240 0 0	6 12 1	246 12 1	22 1 11	.....	7 7 7	7 4 9	
.....	.....	307 3 0	265 8 0	36 14 0	302 6 0	4 13 0	.....	12 9 7	11 7 0	
.....	.....	247 0 0	210 0 0	25 9 3	235 9 3	11 6 9	.....	9 13 1	9 2 0	
.....	.....	236 2 0	210 0 0	.....	210 0 0	26 2 0	.....	8 6 5	8 12 2	
.....	.....	1,236 0 0	1,236 0 0	.....	1,236 0 0	.....	.....	9 5 10	4 8 9	
.....	.....	1,680 0 0	1,680 0 0	.....	1,680 0 0	.....	.....	36 8 4	18 4 2	
.....	.....	600 0 0	600 0 0	.....	600 0 0	.....	.....	12 3 11	6 1 11	
.....	.....	180 0 0	180 0 0	.....	180 0 0	.....	.....	4 3 0	2 1 6	
.....	.....	600 0 0	600 0 0	.....	600 0 0	.....	.....	21 6 10	10 11 5	
.....	.....	300 0 0	300 0 0	.....	300 0 0	.....	.....	5 0 0	2 8 0	
.....	.....	300 0 0	300 0 0	.....	300 0 0	.....	.....	5 12 3	2 14 2	
.....	.....	240 0 0	240 0 0	.....	240 0 0	.....	.....	4 1 1	2 0 6	
.....	.....	240 0 0	240 0 0	.....	240 0 0	.....	.....	2 11 2	1 5 7	
.....	.....	240 0 0	240 0 0	.....	240 0 0	.....	.....	3 2 6	1 9 3	
.....	.....	600 0 0	600 0 0	.....	600 0 0	.....	.....	19 5 8	9 10 10	
.....	.....	600 0 0	600 0 0	.....	600 0 0	.....	.....	17 2 3	8 9 2	
.....	.....	600 0 0	600 0 0	.....	600 0 0	.....	.....	37 8 0	18 12 0	
.....	.....	420 0 0	420 0 0	.....	420 0 0	.....	.....	105 0 0	52 8 0	
.....	.....	180 0 0	180 0 0	.....	180 0 0	.....	.....	45 0 0	22 8 0	
.....	.....	240 0 0	240 0 0	.....	240 0 0	.....	.....	10 14 7	.....	
.....	.....	[illegible] 0 0	120 0 0	.....	120 0 0	.....	.....	60 0 0	....	
.....	.....	[illegible] 0 0	15 0 0	.....	15 0 0	.....	.....	0 5 3	[illegible]	
.....	.....	211 5 0	180 0 0	.....	180 0 0	31 5 0	.....	4 6	[illegible]	
.....	.....	240 6 0	180 0 0	.....	180 0 0	60 6 0	.....	[illegible]	[illegible]	
.....	.....	183 7 0	140 8 0	.....	40 8 0	40 15 0	[illegible]	[illegible]	.....	
.....	.....	52 2 0	45 0 0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.....	
.....	.....	51 5 0	45 0 0	.....	45 0 0	6 5 0	.....	1 5 9	.....	
.....	.....	59 7 0	45 0 0	.....	45 0 0	14 7 0	.....	0 9 5	.....	
.....	.....	300 0 0	300 0 0	.....	300 0 0	.....	.....	9 0 6	.....	
.....	.....	180 0 0	180 0 0	.....	180 0 0	.....	.....	1 2 10	.....	

TABLE 4.

Private Colleges and Collegiate Institutions open to Government Inspection.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	Number of Pupils studying each Language at the close of the Year.		Monthly Rate of Schooling Fee.	Receipts.							Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.	
			Hindoos.	Mahomedans.	Others.	Total.		English.	Guzerathee.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	9A	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
None.																									

Table 5.

Private Schools of the Higher Class open to Government Inspection.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	Number of Pupils studying in each Language at the end of the Year.					Monthly Rate of Schooling Fee.	Receipts.							Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
			Hindoos.	Mahomedans.	Others.	Total.		English.	Murathee.	Hindustanee.	Canarese.			From Government.	Proceeds of Endowment.	Local Rate or Assessment.	Subscriptions and Donations.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
None.																													

TABLE

Private Schools of the Lower Class

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying each Language at the close of the Year.		Monthly Rate of Schooling Fee.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Guzerathee.		From Government.	Proceeds of Endowment.	Local Rate or Assessment.	Subscriptions and Donations, &c.
1	2	3	4	5	6	7	8	9	9A	10	11	12	13	14
										As.				*Rs. a. p.*
English School..	Phulton.	1854	13	..	..	13	9	13	..	4	..	..	..	184 0 6
Murathee School	Do. ..	1854	45	2	..	47	46	..	47	1	..	..	..	136 14 0
Ditto	Juth ..	1854	36	1	..	37	33	..	37	1	..	..	..	140 14 0
Ditto	Atpadee.	1853	50	..	..	50	41	..	50	..	..	..	..	138 0 0

5.

open to Government Inspection.

Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.
15	16	17	18	19	20	21	22	23	24	25
Rs. a. p.			*Rs. a. p.*	*Rs.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	
15 8 0	..	..	199 8 6	180	27 0 6	207 0 6	..	7 8 0	23 0 1	
15 1 0	..	..	151 15 0	120	50 11 9	170 11 9	..	18 12 9	3 11 2	These Schools established by Jageerdars, Sattara Collectorate.
9 9 0	..	..	150 7 0	120	28 10 0	148 10 0	1 13 0	..	4 8 0	
..	..	..	138 0 0	138	..	138 0 0	..	..	3 5 10	

II.—INSTITUTIONS FOR SPECIAL OR PROFESSIONAL

TABLE

Government

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	Number of Pupils studying in each Language at the end of the Year.					Monthly Rate of Schooling Fee.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Murathee.	Hindustanee.	Canarese.	Guzerathee.		From Government.	Proceeds of Endowment.	Local Rate or Assessment.	Subscriptions and Donations.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	10	11	12	13	14
														Rs.	*Rs.*		
Grant Medical College..	Bombay	1845	18	4	54	76	68	76	..	..	..	..	..	*22,868 2 2	3,589 15 5	..	..
Engineer School	Bombay	1854	3	..	11	14	13	14	..	..	..	..	..	2,149 6 8	..	..	..
Engineering School	Poona	1854	46	..	10	56	41	56	..	..	..	..	..	4,000 5 10	..	..	..
Engineering Class.....	Kurrachee..	1855	7	..	5	12	11	12	..	..	..	..	..	..	..	..	..
Mechanical School	Poona	1855	68	..	..	68	53	None.	..	..	..	..	..	4,358 13 4	..	..	..

EDUCATION (INCLUDING NORMAL SCHOOLS).

7.

Institutions.

Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.	Remarks.
15	16	17	18	19	20	21	22	23	24	25	26
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	
..	..	..	26,456 1 7	25,679 7 6	..	25,679 7 6	776 10 1	..	†	†	* This does not include cost of apparatus, anatomical models, &c. supplied by the Honorable the Court of Directors.
..	..	..	2,149 6 8	1,737 12 6	‡ 411 10 2	2,149 6 8	..	..	165 5 5	165 5 5	† These columns cannot be filled in, because it has yet to be determined what share of the total cost shall be respectively allotted to the Students, the Student-Apprentices, and the Hospital Assistants attending the College.
..	..	..	4,060 5 10	3,928 11 11	131 0 11	4,060 5 10	..	..	99 0 0½	99 0 0½	‡ Instruments.
..	..	..	..	..	..	..	..	..	..	..	
43 4 9	..	..	..	..	..	..	..	..	..	..	
4,401 2 1	..	..	..	..	..	..	..	..	..	..	
1,926 5 11	..	..	788 10 8	..	..	788 10 8	..	92 13 8	71 11 2	71 11 2	
2,567 9 10	..	..	..	..	..	..	..	..	..	..	
4,493 15 9	..	..	788 10 8	..	..	788 10 8	..	92 13 8	71 11 2	71 11 2	
			4,060 5 10	3,928 11 11	131 0 11	4,060 5 10	..	..	99 0 0½	99 0 0½	
			2,149 6 8	1,737 12 6	‡ 411 10 2	2,149 6 8	..	..	165 5 5	165 5 5	
			26,456 1 7	25,679 7 6	..	25,679 7 6	776 10 1	..	†	†	

Of the charges.....Rs. 4,493 15 9
There is a return in buildings, tools, and general stock 1,696 11 5
The balance is the actual cost to Government. 2,797 4 4

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	Number of Pupils studying in each Language at the end of the Year.					Monthly Rate of Schooling Fee.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Murathee.	Hindustanee.	Canarese.	Guzerathee.		From Government.	Proceeds of Endowment.	Local Rate or Assessment.	Subscriptions and Donations.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	10	11	12	13	14
													Rs.	Rs.	Rs.		
Normal Department, Poona College.	Poona	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1st Normal Class	Surat	1854	13	..	..	13	13	13	..	..	..	13	..	1,608 8 0	..	..	..
2nd ditto	Ditto	1855	10	..	..	10	10	..	...	..	..	10	..	127 11 10	..	..	..
Normal Class.....	Ahmedabad.	1856	10	..	..	10	10	..	..	..	..	10	..	99 10 10	..	..	..
Candidate (Schoolmaster) Class.	Dharwar ..	1856	9	..	..	9	9	..	9	..	9	..	..	59 1 3	..	..	..
Law Class	Bombay....	1855	27	0	19	46	..	46	..	..	..	..	3	1,572 0 0	2,028 0 0	..	..
Photography Class.....	Ditto	1855	21	..	18	39	..	39	..	..	..	..	2½	1,200 0 0	..	..	..

Fees, Fines, &c.				Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
15	16	17	18	19	20	21	22	23	24	25	26
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.	
..	..	..	..	..	..	..	..	..	..	..	No separate return ; included in the Poona College in Table 1.
520 0 0	..	..	1,720 0 0	1,200 0 0	1,416 11 0	2,616 11 0		896 11 0	67 1 6	53 12 2	
735 0 0	..	..	4,335 0 0	3,600 0 0	..	3,600 0 0	735 0 0	..	78 4 2	34 2 9	
..	..	..	59 1 3	38 9 3	20 8 0	59 1 3	..	..	6 9 0	6 9 0	The Students of this class receive stipends of Rs. 3 a month each from Government.
..	..	..	99 10 10	99 10 10	..	99 10 10	..	..	9 15 6	9 15 6	
..	..	..	127 11 10	127 11 10	..	127 11 10	..	..	12 12 5	12 12 5	This class was opened in September 1855.
..	..	..	1,608 8 0	1,536 0 0	72 8 0	1,608 8 0	..	..	123 11 8	123 11 8	

TABLE 8.

Private Institutions.

Name of *Institution.*	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	Number of Pupils studying each Language at the end of the Year.		Monthly Rate of Schooling Fee.	Receipts.								Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.	
			Hindoos.	Mahomedans.	Others.	Total.		English.	Guzerathee.	From Government.	Proceeds of Endowment.	Local Rate or Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	9A	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
None Reported.																									

TABLE 9.

Abstract of Attendance at the above Institutions.

		Number attending College.	Number attending Superior Schools.	Number attending Inferior Schools.	Total.
General Education.	Government.....	559	1,215	23,846	25,620
	Private.....	....	....	147	147
Special Education.	Government.....	76	167	110	353
	Private.....	....	....	....	....

TABLE 10.

Abstract of Receipts and Charges at the above Institutions.

		Receipts.				Charges.			
		Colleges.	Superior Schools.	Inferior Schools.	Total.	Colleges.	Superior Schools.	Inferior Schools.	Total.
		Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*
General Education.	Government..	85,992 0 2	49,971 11 2	100,131 11 11	236,095 7 3	62,108 10 0	25,987 13 7	87,365 7 7	175,461 15 2
	Private	.....	.....	639 14 6	639 14 6	.....	.....	664 6 3	664 6 3
Special Education.	Government..	26,456 1 7	13,053 7 2	6,296 2 0	45,805 10 9	25,679 7 6	11,798 7 2	6,388 15 8	43,866 14 4
	Private	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 11.

Abstract of Grants-in-Aid received by Private Institutions during the Year.

Colleges.	Superior Schools.	Inferior Schools.	Total.

NOTE.—The Elphinstone Institution at Bombay and the numerous Government Schools established in the Mofussil on the "partially self-supporting system" (vide Report, para. 51) are instances of Educational co-operation between Government and the people, but not under the system technically known as the Grant-in-aid system.

TABLE

Progressive Statement of Attendance and Cost

College and School.	1851-52. Average Attendance.	1851-52. Total Cost.			1851-52. Cost of each Pupil's Education.			1852-53. Average Attendance.	1852-53. Total Cost.			1852-53. Cost of each Pupil's Education.			Average Attendance.
		Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*	
Elphinstone College, Bombay	64	34,332	9	11	536	7	1	42	31,883	9	6	759	2	2	76
Poona College, Poona	367	15,859	5	5	43	3	4	418	32,800	12	1	78	12	1	401
Grant Medical College, Bombay	65	....			..			54	....			..			65
Central School, Elphinstone Institution	407	14,712	15	4	36	2	5	489	12,610	15	6	25	12	8	478
Branch English School, Fort	129	2,660	1	0	20	9	11	122	2,703	4	6	22	2	6	125
Primary Schools, Mumbadevi and Kavel	99	2,282	3	9	23	0	10	76	2,449	0	0	32	3	7	169
English School, Tanna	84	468	7	6	5	5	0	95	731	6	9	7	6	0	101
Ditto Rutnagherry	39	1,492	13	1	3	3	8¼	37	1,492	15	0	3	6	2	32
Ditto Sattara	..	....			..			..	....			..			..
Ditto Ahmed'gur.	..	....			..			..	....			..			..
Ditto Sholapoor..	..	....			..			..	....			..			..
Ditto Dhoolia....	..	....			..			..	....			..			..
Ditto Dharwar ..	..	....			..			..	....			..			..
Ditto Ahmedabad.	..	....			..			..	....			..			..
Ditto Surat	..	....			..			..	....			..			..
Ditto Broach	..	....			..			..	....			..			..
Ditto Rajkote....	..	....			..			..	....			..			..
Ditto Pahlunpoor.	..	....			..			..	....			..			..
Ditto Godra	..	....			..			..	....			..			..
Ditto Junaghar ..	..	....			..			..	....			..			..
Engineer School at Bombay ..	..	....			..			..	....			..			..
Ditto Poona	..	....			..			..	....			..			..
Ditto Kurrachee..	..	....			..			..	....			..			..
Mechanical School at Poona	..	....			..			..	....			..			..
Candidate Class at Dharwar ..	..	....			..			..	....			..			..
1st Normal Class, Surat	..	....			..			..	....			..			..
2nd ditto ditto ..	..	....			..			..	....			..			..
Normal Class, Ahmedabad ..	..	....			..			..	....			..			..
Law Class, Bombay..	..	....			..			..	....			..			..

12.

of Education at each Institution for the last Five Years.

1853-54.			1854-55.			1855-56.		
Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
Rs. a. p.	*Rs. a. p.*		*Rs. a. p.*	*Rs. a. p.*		*Rs. a. p.*	*Rs. a. p.*
27,118 12 1	356 13 3	74	30,636 15 10	414 0 3	84	26,711 5 6	317 15 11
36,729 12 9	91 9 6	379	35,986 9 9	94 15 3	402	35,397 4 6	88 0 10
....	..	71	27,803 4 0	..	68	25,679 7 6	..
16,984 8 1	35 8 6	487	14,888 13 0	30 9 2	519	13,240 11 11	25 8 2
3,006 9 4	24 0 10	112	3,300 12 8	29 7 7	173	3,466 0 0	20 0 7
2,767 8 2	14 1 11	199	2,755 3 9	23 2 5	363	2,697 4 0	7 6 11
737 11 6	7 2 0	106	1,328 10 6	12 4 0	100	1,200 0 0	12 0 0
1,492 14 0	3 14 5¼	51	1,528 4 8	2 7 11¼	77	1,580 0 0	1 11 4¼
....	..	..	....	..	100	1,559 8 0	15 4 11
....	..	..	....	..	64	2,639 0 0	41 2 4
....	..	..	....	..	40	1,177 11 6	29 7 1
....	..	..	....	..	68	1,395 6 0	8 13 2
....	..	..	....	..	46	967 13 0	6 15 8
....	..	176	4,464 1 9	25 5 3	120	4,763 15 2	39 11 2
....	..	382	7,955 0 10	20 13 2	296	7,983 2 6	26 15 6
....	..	62	1,408 2 9	23 0 6	47	1,252 3 7	26 10 6
....	..	..	....	..	53	3,240 0 0	61 2 1
....	..	..	....	..	15	480 0 0	32 0 0
....	..	..	....	..	26	18 13 11	0 11 7
....	..	..	....	..	46	1,680 0 0	36 8 4
....	..	7·34	1,292 11 1	176 1 9	13	2,149 6 8	165 5 5
....	..	31	3,094 2 4	99 13 0	41	4,060 5 10	99 0 6½
....	..	..	....	..	11	788 10 8	71 11 2
....	..	..	....	..	53	4,493 15 9	84 12 4
....	..	..	....	..	9	59 1 3	6 9 0
....	..	..	....	..	13	1,608 8 0	123 11 8
....	..	..	....	..	10	127 11 10	12 12 5
....	..	..	....	..	10	99 10 10	9 15 6
....	..	..	....	..	46	3,600 0 0	78 4 2

College and School.	1851-52. Average Attendance.	1851-52. Total Cost.	1851-52. Cost of each Pupil's Education.	1852-53. Average Attendance.	1852-53. Total Cost.	1852-53. Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	*Rs. a. p.*		*Rs. a. p.*	*Rs. a. p.*	
Photography Class, Bombay	..	....	..	..	....	..	..
Portuguese School at Tanna	..	300 0 0	..	..	300 0 0	..	..
Murathee School at Tanna	68	414 5 0	6 1 5	91	347 0 0	3 13 4	97
Ditto Kulian	86	296 14 0	3 7 3	92	287 0 0	3 1 10	153
Ditto Bassein	70	238 8 0	3 6 6	78	216 0 0	2 12 3	79
Ditto Panwell....	66	319 4 0	4 13 4	72	306 0 0	4 4 0	93
Hindustanee School at Panwell	37	270 0 0	7 0 4	43	247 8 0	5 8 4	25
Murathee School at Mahar	44	182 8 0	4 2 4	59	174 10 0	2 15 4	75
Ditto Mahim	104	296 0 0	2 13 2	110	256 9 7	2 5 4	124
Ditto Penn.....	32	122 4 0	3 10 1	30	118 14 0	3 15 4	..
Ditto Tarrapoor..	..	150 0 0	..	..	137 8 0	..	..
Ditto Tulah	74	168 15 0	2 4 6	56	150 0 0	2 10 10	22
Ditto Oorun	..	....	..	..	....	..	..
Ditto Goolsandeh.	..	....	..	..	....	..	..
Ditto Palaspeh ..	..	....	..	..	....	..	..
Ditto Kuradeh ..	..	....	..	..	....	..	..
Ditto Gorai	..	....	..	..	....	..	..
Ditto Mora.....	..	....	..	..	....	..	..
Ditto Khalapoor..	..	....	..	..	....	..	..
Ditto Joon.....	..	....	..	..	....	..	..
No.I.MurattheeSchool at Rutnagherry ..	112	559 12 11	0 6 8	126	608 1 6	0 6 5½	118
No. II. ditto	101	339 1 10	0 4 5½	145	352 10 9	0 3 2¾	178
Murathee School at Rajapoor ..	60	194 4 8	0 4 3¾	79	195 9 0	0 3 3⅓	93
Ditto Chiploon ..	85	378 5 4	0 5 11	108	373 14 8	0 4 8	128
Ditto Moorood ..	35	184 8 1	0 6 7½	40	175 14 6	0 5 9⅔	45
Ditto Dabhol....	73	260 2 7	0 4 9	86	262 0 11	0 4 0½	97
Ditto Gohagur ..	90	275 2 6	0 4 1½	85	266 4 8	0 4 1¾	73
Ditto Malwan....	58	175 13 0	0 4 0½	84	205 15 8	0 3 3⅓	98
Ditto Hurnai	61	268 10 4	0 5 10	59	256 6 10	0 5 8	64
Ditto Someshwur.	49	312 1 9	0 8 6	44	267 6 3	0 7 11½	34
Ditto Khed.....	47	215 6 2	0 6 1½	62	201 7 0	0 4 3⅔	79
Ditto Palgud	31	290 8 8	0 12 7	39	246 13 7	0 8 3½	46
Ditto Vingorla ..	72	236 5 6	0 4 3¾	83	278 13 0	0 4 4⅔	86
Ditto Pawas	42	177 12 6	0 5 7¼	47	178 14 10	0 5 0½	49
Ditto Jalgaum ..	60	220 1 11	0 4 11	58	219 1 2	0 4 11	61

1853-54.						1854-55.						1856-56.					
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*
....			..			..	....			..			39	1,200	0	0	30	12	4
300	0	0	..			..	300	0	0	..			36	300	0	0	8	2	7
331	0	0	3	6	7	96	281	7	7	2	14	11	64	376	10	8	5	12	10
300	14	0	1	15	5	189	341	6	0	2	5	4	140	416	14	5	2	15	7
221	4	0	2	12	9	75	290	8	0	3	3	11	85	276	0	0	3	3	9
323	4	0	3	7	7	132	331	12	0	2	5	9	112	379	0	0	3	5	9
120	0	0	4	12	9	30	240	0	0	8	0	0	27	240	0	0	8	14	0
208	4	0	2	12	5	61	239	14	0	3	14	8	80	262	7	0	3	4	3
460	13	5	3	11	5	117	304	12	0	2	9	8	81	270	0	0	3	4	9
....			..			..	....			..			..	....			..		
....			..			..	....			..			..	....			..		
25	0	0	1	2	2	..	....			..			..	.....			..		
....			..			71	73	12	0	1	0	7	58	202	8	2	3	8	1
....			..			17	10	0	7	0	9	5	35	234	9	11	6	11	4
....			..			37	22	1	10	0	9	7	43	190	2	4	4	6	9
....			..			..	....			..			20	187	10	0	9	7	1
....			..			..	....			..			16	247	7	6	15	7	11
....			..			..	....			..			10	81	1	2	8	1	8
....			..			..	....			..			38	139	5	8	3	10	2
....			..			..	....			..			11	69	12	2	6	7	0
660	7	1	0	6	1¼	186	644	15	7	0	4	7¼	152	719	6	5	4	11	1
467	8	11	0	3	5¾	235	495	6	11	0	2	9¾	183	645	4	0	3	8	4
200	9	0	0	2	10	102	185	5	8	0	2	4¾	105	232	12	0	2	3	1
370	9	8	0	3	9¼	156	420	10	8	0	3	7	140	511	9	9	3	10	5
167	8	6	0	4	11¾	46	170	4	11	0	4	11	47	153	14	0	3	4	4
293	10	2	0	4	0¼	131	336	6	1	0	3	4¾	129	385	3	2	2	15	9
266	10	6	0	4	10¼	108	258	10	9	0	3	10	98	275	1	0	2	12	0
231	3	2	0	3	1½	107	230	12	10	0	2	1	83	317	4	0	3	13	1
245	8	7	0	5	0¾	90	243	4	6	0	3	7¼	91	290	0	0	3	2	11
226	0	4	0	8	8¾	31	177	14	0	0	7	6¾	27	160	0	0	5	14	9
208	10	11	0	3	5¾	92	256	0	7	0	3	8	72	291	0	0	4	0	8
199	10	9	0	5	8¾	54	188	13	10	0	4	8	60	174	11	5	2	14	5
285	7	10	0	4	5	84	230	8	8	0	4	7¾	83	224	12	7	2	11	3
186	12	11	0	5	1½	61	177	12	6	0	3	9¾	77	203	4	0	2	10	2
174	15	11	0	3	9	68	170	1	5	0	3	3¾	53	167	0	0	3	2	4

College and School.	1851-52. Average Attendance.	1851-52. Total Cost.	1851-52. Cost of each Pupil's Education.	1852-53. Average Attendance.	1852-53. Total Cost.	1852-53. Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	*Rs. a. p.*		*Rs. a. p.*	*Rs. a. p.*	
Murathee School at Palset	45	182 13 5	0 5 4½	42	181 7 6	0 5 9	39
Ditto Anjunwell..	31	178 10 2	0 7 8	35	179 13 5	0 6 9	36
Ditto Malgoond..	..	....	....	79	191 12 4	0 3 2¼	83
Ditto Sheeposhee .	..	....	....	..	....	....	..
No. I. ditto Poona .	52	354 0 0	6 12 11	55	358 0 0	6 8 2	76
No. II. ditto	57	447 0 0	7 13 6	60	439 9 4	7 5 2	50
No. III. ditto	39	244 0 0	6 4 1	53	221 0 0	4 2 6	83
No. IV. ditto	91	529 8 0	5 13 1	76	358 0 0	4 11 4	115
Murathee School at Junner ...	33	269 4 0	8 2 7	41	260 0 0	6 5 6	82
Ditto Indapoor ..	43	280 0 0	6 8 2	42	279 0 0	6 10 3	24
Ditto Saswad	54	272 0 0	5 0 7	45	223 0 0	5 2 7	38
Ditto Gholey	26	208 8 0	8 0 4	30	199 13 0	6 10 7	44
Ditto Chinchwud .	26	184 0 0	7 1 3	28	153 0 0	5 7 5	37
Ditto Powd	33	120 0 0	3 10 2	18	131 0 0	7 4 5	23
Ditto Chass	26	181 13 4	6 15 11	25	156 6 0	6 4 1	26
Ditto Tullehgaum.	23	192 9 0	8 5 11	31	174 0 0	5 9 10	39
Ditto Supeh	59	159 0 0	2 11 1	28	179 0 0	6 6 3	36
Ditto Khed .	40	211 10 0	5 4 8	43	193 10 0	4 8 1	40
Ditto Sheevapoor .	22	156 4 0	7 1 8	25	160 0 0	6 6 5	30
Ditto Pimpulwadee	17	180 0 0	10 9 5	21	192 0 0	9 2 3	25 29
Ditto Khevedh ..	16	167 0 0	10 7 0	17	159 0 0	9 5 8	13 32
Ditto Khadoos ..	47	208 10 0	4 7 0	44	174 0 0	3 15 3	48
Ditto Awasuree Koord .	26	164 8 0	6 5 3	28	150 0 0	5 5 8	35
Ditto Chakun .	47	219 1 0	4 10 7	20	176 12 6	8 13 4	53
Ditto Baramatee..	26	164 8 0	6 5 3	50	157 1 0	3 2 3	56
Ditto Lonee	30	177 6 0	5 14 7	20	178 12 2	8 15 0	..
Ditto Boree	..	....	....	..	....	....	..
Hindustanee School at Indapoor ..	..	....	....	..	....	....	..
Ditto Baramatee..	..	....	....	..	....	....	..
Murathee School at Kullus	..	....	....	..	....	....	..
Ditto Kewleh	..	....	....	..	....	....	..
No. I. ditto Sattara.	..	....	....	..	....	....	87
No. II. ditto	..	....	....	..	....	....	15
Ditto Wayee	..	....	....	..	....	....	89

1853-54.			1854-55.			1855-56.		
Total Cost.	Cost of each Pupil's Education.		Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
Rs. a. p.	*Rs. a. p.*			*Rs. a. p.*	*Rs. a. p.*		*Rs. a. p.*	*Rs. a. p.*
173 14 9	0 5 10¾		50	166 13 8	0 4 5	44	166 6 0	3 12 6
185 9 6	0 6 8¾		50	176 0 5	0 4 8¼	45	168 15 9	3 12 1
234 3 2	0 3 9		98	260 4 8	0 3 6	101	299 0 0	2 15 4
....	..		..	....	..	47	162 11 6	3 7 4
430 0 9	5 10 6		133	642 5 0	4 13 3	181	845 0 0	4 10 8
323 0 0	6 7 4		..	....	..	..	....	....
216 0 0	2 9 8		85	256 0 0	3 0 2	86	319 7 6	3 11 5
346 14 11	3 0 3		105	385 6 6	3 10 9	167	484 10 0	2 14 5
300 5 4	3 10 6		69	302 0 0	4 6 0	78	356 12 0	4 9 2
261 4 3	10 14 2		41	153 0 0	3 11 9	26	181 4 0	6 15 6
254 12 0	6 11 3		49	233 0 0	4 12 1	63	324 9 11	5 2 5
188 5 0	4 4 6		35	186 10 0	5 5 4	39	210 0 0	5 9 2
150 0 0	4 0 10		56	172 0 0	3 1 2	71	188 5 0	2 10 5
136 8 4	5 15 0		25	141 1 0	5 10 3	37	173 0 0	4 10 9
163 1 0	6 4 4		27	156 0 0	5 12 5	27	167 5 0	6 3 1
186 0 0	4 12 3		59	192 6 0	3 4 2	56	179 8 0	3 3 3
153 0 0	4 4 0		39	169 0 0	4 5 4	46	194 15 2	4 3 9
190 0 0	4 12 0		42	188 0 0	4 7 7	54	233 15 0	4 5 3
158 0 0	5 4 3		34	150 0 0	4 6 7	39	156 7 6	4 0 2
192 10 8	7 11 4		23	216 11 6	9 6 9	31	212 12 8	6 13 9
158 0 0	4 15 0		28	172 14 0	6 2 9	23	164 13 0	7 2 7
198 10 0	4 8 3		44	212 7 8	4 13 3	61	247 4 0	4 0 10
169 0 3	4 13 3		34	165 2 6	4 13 9	34	195 2 8	5 11 10
169 0 0	3 3 0		52	189 11 9	3 10 5	31	215 3 1	6 15 1
175 0 0	3 2 0		102	153 0 0	1 8 0	127	333 5 0	2 10 0
....	..		..	....	..	..	....	....
....	..		..	....	..	11	123 0 0	11 2 10
....	..		..	....	..	14	130 10 0	9 5 3
....	..		..	....	..	17	130 2 0	7 10 5
....	..		..	....	..	18	134 13 0	7 7 10
....	..		..	....	..	26	132 1 0	5 1 3
50 0 0	5 2 9		90	528 15 1	5 14 0	82	419 8 0	5 1 10
419 5 8	1 4 8		92	191 15 11	2 1 5	119	229 0 0	1 14 9
29 4 0	0 5 3		124	546 6 7	4 6 6	69	642 11 6	9 5 0

College and School.	1851-52.						1852-53.						
	Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.
		Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*	
Murathee School at Pundhurpoor	..	....			..			..	....			..			..
Ditto Kurrar	..	....			..			..	....			..			..
Ditto Menewlee..	..	....			..			..	....			..			..
Ditto Limb.....	..	....			..			..	....			..			..
Ditto Ballissheerah	..	....			..			..	....			..			..
Ditto Maholee ..	..	....			..			..	....			..			..
Ditto Wattar	..	....			..			..	....			..			..
Ditto Kudegaum .	..	....			..			..	....			..			..
Ditto Withey	..	....			..			..	....			..			..
Ditto Wagholee..	..	....			..			..	....			..			..
Ditto Sholapoor..	66	493	0	0	7	7	6	51	465	7	8	9	2	0	61
Ditto Barshee....	55	270	0	0	4	14	7	55	282	0	0	5	2	0	47
Ditto Madhay ..	63	220	4	6	3	7	11	53	210	0	0	3	15	5	49
Ditto Mohol	47	174	0	0	3	11	3	53	201	15	3	3	13	0	50
Ditto Kurmalla ..	44	226	0	0	5	2	2	45	190	0	0	4	3	7	45
Ditto Vairag	34	150	0	0	4	6	7	26	163	8	0	6	4	7	27
Ditto Pangaum ..	..	....			..			..	....			..			..
Ditto Jejuree....	48	180	0	0	3	12	0	54	180	0	0	3	5	4	63
Ditto Purincheh..	29	84	0	0	2	14	4	30	84	0	0	2	12	10	29
Ditto Waleh	37	96	0	0	2	9	6	50	96	0	0	1	14	9	57
Ditto Kodit	18	72	0	0	4	0	0	15	72	0	0	4	12	10	16
Ditto Wudgaum..	12	72	0	0	6	0	0	16	72	0	0	4	8	0	16
Ditto Malsheerus.	14	72	0	0	5	2	3	14	72	0	0	5	2	3	19
Ditto Gooloonchry	18	66	0	0	3	10	8	15	66	0	0	4	6	5	15
Ditto Heevereh ..	18	72	0	0	4	0	0	17	72	0	0	4	3	9	23
Ditto Jogodee ..	9	51	0	0	5	10	8	6	48	0	0	8	0	0	4
Ditto Guradeh ..	19	78	0	0	4	1	8	18	76	14	1	4	4	4	20
Ditto Veer.....	29	60	0	0	2	1	1	21	60	0	0	2	13	9	24
(Female School) Saswad	20	60	0	0	3	0	0	17	69	0	0	4	0	11	19
Murathee School at Moohveh ..	6	60	0	0	10	0	0	13	60	2	8	4	10	1	14
Ditto Moorum ..	10	66	0	0	6	9	7	11	66	0	0	6	0	0	15
Ditto Maligaum .	15	60	0	0	4	0	0	22	54	2	8	2	7	5	29
Ditto Bhongolee .	19	60	0	0	3	2	6	17	60	0	0	3	8	6	16
Ditto Pargaum .	19	60	0	0	3	2	6	18	60	0	0	3	5	4	20
Ditto Sonoree ..	18	60	0	0	3	5	4	17	61	0	0	3	9	5	17
Ditto Nhavee....	17	60	0	0	3	8	6	17	60	0	0	3	8	6	18

1853-54.						1854-55.						1855-56.					
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*
....			..			80	396	8	0	4	15	4	102	580	2	10	5	11	0
....			..			48	433	11	10	9	0	7	99	608	0	0	6	2	3
....			..			..	....				..		25	96	0	0	3	13	5
....			..			..	....				..		46	171	0	0	3	11	6
....			..			..	....				..		37	240	0	0	6	7	9
....			..			..	....				..		17	120	0	0	7	0	11
....			..			..	....				..		26	125	2	0	4	13	0
....			..			..	....				..		19	96	0	0	5	0	10
.. .			..			..	....				..		58	195	0	0	3	5	10
....			..			..	....				..		34	120	0	0	3	8	6
440	0	0	7	3	5	68	390	0	0	6	6	4	134	424	13	9	3	2	9
288	0	0	6	2	1	65	402	8	0	6	3	1	77	359	12	6	4	10	9
240	0	0	4	14	4	51	236	0	0	4	10	0	53	265	4	6	5	0	1
189	0	0	3	12	6	46	174	0	0	3	12	6	45	208	12	6	4	10	3
195	0	0	4	5	4	54	214	7	0	3	15	6	79	354	2	6	4	7	9
162	0	0	6	0	0	47	178	4	0	3	12	8	38	168	0	0	4	6	9
....			..			..	....				..		18	131	13	6	7	5	2
180	0	0	2	13	9	64	209	10	2	3	4	5	89	428	1	5	4	12	11
84	0	0	2	14	4	33	94	8	0	2	13	10	46	144	8	3	3	2	3
96	0	0	1	10	11	62	128	1	7	2	1	1	59	196	10	0	3	5	4
71	12	0	4	7	9	17	73	12	0	4	5	5	44	168	5	7	3	13	3
72	0	0	4	8	0	15	73	12	0	4	14	8	18	81	8	1	4	8	5
60	0	0	3	2	6	18	56	8	0	3	2	3	12	61	6	0	5	1	10
55	0	0	3	10	8	19	58	11	2	3	1	5	27	70	11	0	2	9	11
72	0	0	3	2	1	13	58	13	3	4	8	5	15	60	7	4	4	0	6
11	15	11	2	15	11	..	....				..		..	....				..	
72	0	0	3	9	7	19	72	0	0	3	12	8	15	86	8	6	5	12	4
60	0	0	2	8	0	22	60	0	0	2	11	8	28	91	1	9	3	4	1
72	0	0	3	12	8	23	72	0	0	3	2	1	32	39	13	10	1	3	11
60	0	0	4	4	7	14	57	6	9	4	1	8	14	53	10	5	3	13	4
66	0	0	4	6	5	21	67	12	0	3	3	7	21	72	15	0	3	7	7
72	0	0	2	7	9	23	77	8	0	3	5	11	38	128	14	0	3	4	2
60	0	0	3	12	0	9	60	0	0	6	10	8	8	70	14	0	8	13	9
60	0	0	3	0	0	17	65	0	0	3	13	2	32	105	13	0	3	4	11
72	0	0	4	3	9	18	73	12	0	4	1	7	17	78	8	0	4	9	3
60	0	0	3	5	4	18	56	8	0	3	2	3	15	56	3	9	3	12	0

College and School.	1851-52.						1852-53.						
	Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.
		Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*	
Murathee School at Rajapoor ..	18	60	0	0	3	5	6	14	60	0	0	4	4	7	13
Ditto Bapgaum ..	13	54	0	0	4	2	6	12	54	0	0	4	8	0	14
Ditto Moodullee .	8	48	4	5	6	0	7	8	48	0	0	6	0	0	5
Ditto Pandeshwer.	12	54	0	0	4	8	0	11	54	0	0	4	14	7	12
Ditto Pundureh ..	9	54	0	0	6	0	0	10	54	0	0	5	6	5	15
Ditto Karattee ..	11	54	0	0	4	14	7	13	54	0	0	4	2	6	13
Ditto Khullud ..	10	54	0	0	5	6	5	6	54	0	0	9	0	0	11
Ditto Narolee ..	6	54	0	0	9	0	0	6	24	8	6	4	1	5	..
Ditto Chamblee..	18	54	0	0	3	0	0	15	54	0	0	3	9	7	17
Ditto Monegaum .	24	60	0	0	2	8	0	25	60	0	0	2	6	5	24
Ditto Ambee	14	54	0	0	3	13	9	13	54	0	0	4	2	6	16
Ditto Bus	17	54	0	0	3	2	10	18	54	0	0	3	0	0	27
Ditto Lonee ...	15	48	0	0	3	3	2	16	60	0	0	3	12	0	18
Ditto Yekputpoor	20	54	0	0	2	11	2	18	54	0	0	3	0	0	22
Ditto Rajoree....	11	48	0	0	4	5	10	8	48	0	0	6	0	0	15
Ditto Sheeverch..	8	48	0	0	6	0	0	10	48	0	0	4	12	10	14
Ditto Pingoree ..	7	48	0	0	6	13	8	7	48	0	0	6	13	8	7
Ditto Kikvee	16	48	0	0	3	0	0	15	48	0	0	3	3	2	16
Ditto Chodhurwadee	5	45	11	9	9	2	4	8	40	0	0	5	0	0	..
Ditto Diveh	15	72	0	0	4	12	10	12	70	7	1	5	13	11	11
Ditto Pangray ..	15	48	0	0	3	3	2	13	48	0	0	3	13	1	16
Ditto Jevor	7	48	0	0	6	13	9	11	48	0	0	4	5	10	12
Ditto Chopday ..	11	48	0	0	4	5	10	17	48	0	0	2	13	2	17
Ditto Julgaum .	14	47	5	4	3	6	1	13	47	5	8	3	10	3	14
Ditto Waghapoor.	6	48	0	0	8	0	0	6	28	0	0	4	10	8	..
Ditto Nimboot ..	6	47	0	0	7	13	4	11	48	0	0	4	5	10	16
Ditto Karunjee	10	63	0	0	6	4	10	8	66	0	0	8	4	0	8
Ditto Jadhaoswadee	19	48	0	0	2	8	5	19	48	0	0	2	8	5	23
Ditto Bheewadee .	11	47	5	8	4	14	11	11	48	0	0	4	5	10	8
Ditto Nimbodee..	4	48	0	0	12	0	0	3	21	4	8	7	1	7	..
Ditto Pandhey ..	10	48	0	0	4	12	0	10	48	0	0	4	12	10	7
Ditto Khoree	10	47	3	2	4	11	7	13	48	0	0	3	11	1	18
Ditto Rajwadee ..	16	45	3	5	2	15	6	11	48	0	0	4	5	10	11
Ditto Hurghodee .	7	48	0	0	6	13	8	9	48	0	0	5	5	4	6
Ditto Kothulee ..	14	48	0	0	3	6	10	15	56	11	10	3	12	6	18
Ditto Oondowdee.	8	60	0	0	7	8	0	9	59	13	4	6	10	4	14

1853–54.						1854–55.						1855–56.					
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*
60	0	0	4	9	10	15	60	0	0	4	0	0	13	73	4	0	5	10	2
54	0	0	3	13	9	14	55	12	0	3	15	9	15	51	15	1	3	7	5
26	6	5	5	4	6	9	12	7	3	1	6	2	..	....			..		
54	0	0	4	8	0	10	54	0	0	5	6	5	6	51	6	8	8	9	1
54	0	0	3	9	7	17	54	0	0	3	2	10	21	56	9	0	2	11	1
54	0	0	4	2	6	15	55	12	0	3	2	6	11	64	9	0	5	13	11
54	0	0	4	14	7	12	54	0	0	4	8	0	18	64	9	0	3	9	5
....			....			..	....			..			..	....			..		
54	0	0	3	2	10	16	54	0	0	3	6	0	19	75	15	8	3	15	11
66	0	0	2	12	0	28	67	12	0	2	6	9	27	111	14	0	4	2	3
54	0	0	3	6	0	17	54	0	0	3	2	10	22	60	10	0	2	12	1
65	0	0	2	6	6	26	67	12	0	2	9	8	55	93	5	9	1	11	2
66	0	0	3	10	8	20	73	0	0	3	10	5	24	82	3	6	3	6	10
54	0	0	2	7	3	24	55	12	0	2	5	2	30	84	1	6	2	12	10
48	0	0	3	3	2	17	48	0	0	2	13	2	37	174	13	7	4	13	0
54	0	0	3	13	9	14	50	8	0	3	9	9	9	28	5	4	3	2	4
48	0	0	6	0	0	11	48	0	0	4	5	10	9	36	8	0	4	0	11
47	14	0	2	15	11	12	50	12	5	4	3	8	16	1	4	11	0	1	4
....			....			..	....			..			..	....			..		
62	5	3	5	10	8	18	60	0	0	3	5	4	16	89	3	1	5	9	2
48	0	0	3	0	0	15	47	15	0	3	3	2	22	63	5	0	2	14	0
48	0	0	4	0	0	23	20	0	0	0	13	11	..	....			..		
48	0	0	2	13	2	17	48	0	0	2	13	2	14	48	13	9	3	7	10
51	8	0	3	10	10	13	56	3	4	4	5	2	12	49	1	3	4	1	6
....			....			..	....			..			..	....			..		
48	0	0	3	0	0	19	48	0	0	2	8	5	18	61	3	0	3	6	5
65	7	6	8	2	11	11	8	6	11	0	12	3	..	....			..		
48	0	0	2	1	5	21	49	12	0	2	5	11	28	76	5	1	2	11	7
20	0	0	2	8	0	..	....			..			..	....			..		
....			....			..	....			..			..	....			..		
44	0	0	6	4	7	..	....			..			..	....			..		
48	0	0	2	10	8	12	49	12	0	4	2	4	6	17	11	1	2	15	2
47	8	0	4	5	1	14	48	0	0	3	6	10	9	41	13	9	4	10	5
44	0	0	7	5	4	..	....			..			..	....			..		
60	0	0	3	5	4	16	60	5	6	3	12	4	21	27	8	0	1	4	11
60	0	0	4	4	7	14	59	8	0	4	4	0	7	81	14	6	11	11	2

College and School.	1851-52.						1852-53.						
	Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.
		Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*	
Murathee School at Poreeh	16	60	0	0	3	12	0	13	60	0	0	4	9	10	12
Ditto Kolehvechur	13	72	0	0	5	8	7	14	72	0	0	5	2	3	13
Ditto Anjungaum .	11	45	5	2	4	1	11	17	60	0	0	3	8	6	13
Ditto Sonowadee .	..	....			..			13	29	7	6	2	4	3	10
Ditto Panowdee..	..	....			..			7	26	6	0	3	12	3	..
Ditto Korhaleh ..	..	....			..			11	28	0	0	2	8	9	12
Ditto Pimplee ..	..	....			..			4	16	7	3	4	1	10	1
Ditto Kenjul	..	....			..			8	9	0	0	1	2	0	5
Ditto Mandhur ..	..	....			..			..	....			..			10
Ditto Wagvy	..	....			..			..	....			..			15
Ditto Rakha	..	....			..			..	....			..			15
Ditto Deoolgaum .	..	....			..			..	....			..			12
Hindustanee School at Supeh	..	....			..			..	....			..			25
Murathee School at Mahoor....	..	....			..			..	....			..			12
Ditto Mandkee ..	..	....			..			..	....			..			13
Ditto Pinperee ..	..	....			..			..	....			..			..
Ditto Ounperee ..	..	....			..			..	....			..			..
Ditto Baboordee..	..	....			..			..	....			..			..
No. I. ditto at Nuggur.....	92	340	12	9	3	11	3	60	423	7	9	7	0	11	91
No. II. ditto	72	328	0	0	4	8	11	56	348	0	0	6	3	5	60
No. III. ditto	45	264	0	0	5	13	10	45	288	0	0	6	6	5	45
Murathee School at Nassick....	126	434	0	0	3	7	1	123	474	0	0	3	13	7	133
Ditto Yeoleh	37	288	0	0	7	12	7	75	336	0	0	4	7	8	36
Ditto Sungumnair.	85	347	12	9	4	1	5	75	304	12	0	4	1	0	86
Ditto Jamkhed...	19	177	11	0	9	5	8	16	150	0	0	9	6	0	14
Ditto Akolah	44	428	11	0	9	11	11	69	412	0	0	5	15	6	59
Ditto Trimbuck..	42	215	14	0	5	2	3	44	174	0	0	3	15	3	51
Ditto Rahoree ..	19	182	1	2	7	9	4	27	163	3	2	6	0	9	36
Ditto Niphad....	24	171	5	0	7	2	3	19	150	4	0	7	14	6	16
Ditto Nimone ..	22	162	4	0	7	6	0	23	160	3	0	6	15	5	20
Ditto Kotool	71	164	15	0	2	5	2	35	162	8	0	4	10	3	52
Ditto Chandwud..	55	247	10	0	4	8	0	47	210	0	0	4	7	3	52
Ditto Parnair	21	164	0	0	7	12	11	17	157	4	0	9	4	0	51

1853-54.						1854-55.						1855-56.					
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*
69	12	9	5	13	1	13	69	8	10	5	5	7	16	90	10	0	7	8	10
72	0	0	5	8	7	10	72	0	0	7	3	2	9	60	13	0	3	12	10
50	11	4	3	14	5	10	29	8	0	2	15	2	..	....			..		
50	8	0	5	0	10	13	48	0	0	3	11	1	9	33	6	0	3	11	4
....			....			..	....			..			..	....			..		
60	0	0	5	0	0	15	56	8	0	3	12	3	15	57	15	0	3	13	9
4	7	5	4	7	5	..	....			..			..	....			..		
58	10	8	11	11	9	17	49	7	1	2	14	6	7	37	8	0	5	5	8
34	4	6	3	6	10	15	60	0	0	4	0	0	5	57	12	0	11	8	9
33	3	7	2	3	5	13	61	5	4	4	11	6	10	50	9	0	5	0	11
28	0	0	1	13	10	20	48	0	0	2	6	5	17	54	14	6	3	3	8
21	9	7	1	12	10	10	48	0	0	4	12	10	14	57	0	0	4	1	2
23	10	10	0	15	2	28	60	0	0	2	2	3	16	120	0	0	7	8	0
4	0	0	0	5	4	12	43	11	11	3	10	4	5	57	12	0	11	8	9
4	0	0	0	4	11	19	48	0	0	2	8	5	15	53	14	3	3	9	6
....			....			..	....			....			11	50	4	0	4	9	1
....			....			..	....			....			15	3	3	2	0	3	5
....			....			..	....			....			18	68	9	6	4	14	5
513	3	0	5	10	3	83	470	2	7	5	10	8	148	508	1	10	3	6	11
368	10	0	6	2	4	55	345	0	0	6	4	4	109	474	9	9	4	6	7
266	0	0	5	14	7	90	306	10	8	3	6	6	80	409	11	0	5	1	11
747	4	0	5	9	11	126	539	15	3	4	4	7	118	966	5	8	8	3	0
315	6	0	8	12	2	65	339	6	0	5	3	6	115	477	10	9	4	2	4
308	13	1	3	9	5	108	376	11	9	3	7	10	80	375	11	0	4	11	2
162	0	0	11	9	2	19	150	0	0	7	14	3	49	153	12	0	3	2	2
434	2	0	7	5	9	61	423	8	5	6	15	1	74	493	13	6	6	10	9
201	0	0	3	15	1	16	215	8	10	13	7	6	43	267	6	1	6	3	6
167	1	0	4	10	3	51	150	0	0	2	15	1	85	215	15	6	2	8	5
8	1	0	0	8	1	..	....			....			..	....			..		
10	7	9	0	8	4	..	....			....			..	....			..		
183	14	0	3	8	7	42	176	3	6	4	3	2	25	195	6	1	7	13	1
201	0	0	3	13	10	72	237	13	3	3	4	10	106	325	7	6	3	1	2
150	0	0	2	15	1	40	155	6	0	3	14	2	65	210	7	11	3	13	10

College and School.	1851-52.							1852-53.							
	Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.
		Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*	
Murathee School at Newasay.	20	185	4	9	9	4	3	16	190	6	6	11	14	5	9
Ditto Rahateh ..	25	178	7	0	7	2	2	23	159	0	0	6	14	7	21
Ditto Sinnur	36	225	0	0	6	4	0	27	242	6	0	8	15	8	24
Ditto Kurjut	28	191	13	0	6	13	7	27	158	0	0	5	13	8	30
Ditto Dhandhurphul	22	158	0	0	7	2	11	30	164	0	0	5	7	6	33
Ditto Sookenee..	19	199	2	0	9	6	10	11	150	0	0	13	10	2	23
Ditto Kopergaum.	36	154	1	8	4	4	6	34	191	6	0	5	0	8	27
Ditto Poontambee	36	221	12	0	6	2	7	31	227	2	0	7	5	3	32
Ditto Dingoree ..	21	158	2	0	7	8	6	29	153	0	0	5	4	5	25
Ditto Pimpulgaum	27	168	12	0	6	4	0	19	150	0	0	7	14	4	16
Ditto Wavee ...	11	150	0	0	13	10	2	21	162	0	0	7	11	5	23
Hindustanee School at Nassick..	26	281	0	0	10	12	11	14	270	0	0	19	4	7	20
Ditto Sungumneer	25	158	0	0	6	5	1	16	150	0	0	9	6	0	20
Murathee School at Korhalleh..	79	150	0	0	1	14	5	18	163	4	0	9	1	1	30
Ditto Khurdeh ..	34	150	0	0	4	6	7	17	152	4	0	8	15	4	21
Low Caste School at Nuggur ..	..	....			..			..	....			..			..
Murathee School at Nimone ...	..	....			..			..	....			..			..
Ditto Akolnair ..	..	....			..			..	....			..			..
Ditto Ambee	..	....			..			..	....			..			..
Ditto Vinchoor ..	..	....			..			..	....			..			..
Ditto Dhoolia....	84	517	14	3	6	2	8	84	526	0	0	6	4	2	94
Ditto Errundole..	54	213	0	0	3	15	1	56	191	6	0	3	6	8	50
Ditto Jamnair ..	36	180	0	0	5	0	0	26	180	0	0	6	14	9	18
Ditto Maligaum. .	32	188	9	6	5	14	4	32	150	0	0	4	11	0	69
Ditoo Suttana ..	18	152	6	0	8	7	5	20	172	1	11	8	9	8	16
Ditoo Nampoor..	13	163	0	0	12	8	7	15	150	0	0	10	0	0	7
Ditto Betawad ..	36	176	8	0	4	14	5	28	155	0	0	5	8	7	19
Ditto Jaikhed ..	40	176	10	0	4	6	8	29	162	0	0	5	9	5	19
Ditto Sowada....	32	150	0	0	4	11	0	25	74	9	0	2	15	9	..
Ditto Asseergur..	..	....			..			..	....			..			50
Ditto Dharwar ..	130	695	13	0	5	5	7	121	754	11	2	6	3	4	125
Canarese School at Dharwar ..	81	232	3	0	2	13	10	79	253	9	2	3	2	1	79

1853-54.						1854-55.						1855-56.					
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*
14	8	0	1	9	9	..	....			..			..	....			..		
162	0	0	7	11	5	24	176	8	0	7	5	8	28	220	0	4	7	13	8
229	3	0	9	8	9	75	223	15	0	2	15	9	55	316	13	9	5	12	2
155	0	0	5	2	8	62	174	14	0	2	13	2	39	212	8	0	5	7	2
164	8	0	5	7	9	27	157	0	0	5	13	0	24	199	15	0	8	5	3
165	0	0	7	2	9	32	171	1	0	5	5	6	44	216	13	0	4	14	10
165	10	0	6	2	2	30	190	13	0	6	5	9	51	210	15	3	4	2	2
225	1	0	7	0	6	52	234	6	0	4	8	1	57	275	15	6	4	13	3
186	12	0	7	7	6	15	182	10	0	12	2	10	27	219	1	3	8	1	10
9	10	10	0	9	8	..	....			..			..	....			..		
166	0	0	7	3	6	29	173	8	0	5	15	9	27	184	4	6	6	13	2
241	11	1	12	1	4	..	....			..			..	....			..		
163	0	0	8	6	5	23	155	4	0	6	12	0	29	166	5	0	5	11	9
159	12	0	5	5	1	40	178	14	0	4	7	6	40	197	11	6	4	15	1
158	2	0	7	8	6	29	168	1	10	5	12	9	74	200	8	0	2	7	1
....			..			..	....			..			34	128	14	0	3	12	8
....			..			..	....			..			29	61	9	10	2	2	0
....			..			..	....			..			30	236	9	6	7	14	2
....			..			..	....			..			19	55	10	8	2	14	11
....			..			..	....			..			87	374	3	5	4	4	9
579	8	9	6	2	8	104	526	5	11	5	1	0	132	617	12	6	4	10	10
274	12	0	5	7	11	68	228	4	7	3	5	9	118	301	3	6	2	8	11
180	0	0	10	0	0	38	190	0	0	5	0	0	40	196	4	0	4	14	6
272	0	0	3	15	1	84	270	0	0	3	3	5	74	439	15	0	5	15	2
8	1	0	0	8	1	..	....			..			..	....			..		
166	12	3	23	13	2	39	150	0	0	3	13	6	65	194	2	6	2	15	10
168	0	9	8	13	6	16	171	10	5	10	11	8	63	198	1	0	3	1	0
150	0	0	7	14	4	15	150	5	0	10	0	4	28	180	12	6	6	7	4
....			..			..	....			..			..	....			..		
252	0	0	5	0	8	48	350	0	0	7	4	8	58	373	0	0	6	6	11
667	12	2	5	5	5	140	615	12	0	4	1	9	182	637	12	9	3	8	0
231	9	10	2	14	10	95	226	15	0	2	6	3	170	281	8	6	1	10	5

College and School.	1851-52.						1852-53.						
	Average Attendance.	Total Cost.			Cost of each Pupil's Education.		Average Attendance.	Total Cost.			Cost of each Pupil's Education.		Average Attendance.
		Rs.	*a.*	*p.*	*Rs.*	*a.* *p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.* *p.*	
Canarese School at Moorub ..	35	159	11	0	4	8 0	33	171	11	6	5	3 2	37
Ditto Nowulgoond	42	161	10	0	3	13 6	46	165	2	8	3	9 6	51
Murathee School at Hubli	120	352	6	0	2	14 11	115	377	11	0	3	4 8	1
Canarese School at Hubli	63	167	5	0	2	10 5	48	163	3	0	3	6 3	46
Ditto Bunkapoor .	54	150	14	0	2	12 6	47	179	6	10	3	13 0	40
Ditto Hangul....	62	167	2	0	2	11 1	64	180	1	8	2	13 1	45
Ditto Ranebednoor	91	260	10	0	2	13 9	82	267	5	8	3	8 0	74
Ditto Kulghulkee.	81	148	5	0	1	13 3	72	144	6	0	2	0 1	49
Ditto Mishreekote	33	159	13	0	4	13 2	38	180	8	0	4	9 10	43
Murathee School at Belgaum ..	100	604	7	6	6	0 8	111	607	6	4	5	7 6	137
Canarese School at Belgaum ..	70	225	5	4	3	2 9	91	226	3	2	2	7 9	103
Ditto Sumpgum..	34	189	3	4	5	9 0	28	192	8	8	6	14 0	31
Ditto Bailhongol .	63	208	1	0	3	4 10	52	202	6	8	3	14 2	46
Ditto Gokak	109	203	14	4	1	13 11	117	204	7	5	1	11 11	80
Ditto Sudulga ..	60	202	2	0	3	5 10	52	194	12	8	3	11 11	48
Murathee School at Jambotee..	51	189	3	0	3	11 4	52	165	0	8	3	2 9	52
Ditto Khanapoor .	50	166	12	0	3	5 4	48	205	12	0	4	4 7	53
Canarese School at Savadattee .	49	121	8	4	2	9 11	49	125	9	2	2	8 0	77
Ditto Itgee.....	32	167	12	8	5	3 10	30	157	13	0	5	4 2	35
Ditto Bidee.....	30	166	3	0	5	8 9	31	161	3	2	5	3 3	32
Ditto Hookeree..	..	....			..		..	....			..		..
Ditto Chikodee ..	..	....			..		..	....			..		..
Murathee School at Mungolee..	24	168	11	0	7	0 6	26	150	0	0	5	12 4	29
Ditto Ahnail	24	174	0	6	7	4 0	17	150	0	0	8	13 2	47
Ditto Chadchum..	26	203	0	0	7	12 11	15	174	0	0	11	9 7	18
Ditto Shindhgee..	11	166	0	0	15	1 5	15	150	0	0	10	0 0	18
Ditto Moodebehal	19	174	0	0	9	2 6	16	150	0	0	9	6 0	18
Ditto Bhagewadee	19	140	0	0	7	5 11	17	126	0	0	7	6 7	31
Ditto Indee	22	150	0	0	6	13 1	25	150	0	0	6	0 0	30
Ditto Hiperga ..	11	120	0	0	10	14 7	32	124	13	0	3	14 5	39

1853-54.						1854-55.						1855-56.					
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*
165	5	10	4	7	5	41	158	11	6	3	13	11	53	211	6	6	3	15	10
151	14	6	3	0	7	50	158	15	0	3	2	10	115	315	13	3	3	0	10
365	0	6	3	6	1	99	340	8	0	3	6	11	128	435	6	11	3	6	4
154	9	4	3	5	6	42	157	11	0	3	11	10	112	259	4	10	2	5	0
159	13	4	3	15	11	45	207	14	6	4	9	11	82	277	11	0	3	6	2
166	7	6	3	11	2	64	167	15	0	2	9	9	56	268	5	6	4	11	4
253	13	8	3	6	10	80	261	14	6	2	15	0	81	255	7	3	3	2	5
140	0	10	2	13	8	53	135	6	0	2	8	10	60	195	7	0	3	4	1
165	7	10	3	13	6	48	214	3	0	4	7	4	56	170	13	1	3	0	10
605	10	2	4	6	8	141	564	8	0	3	14	8	235	999	5	0	4	4	0
237	2	10	2	4	10	124	232	2	6	1	13	11	143	429	1	6	3	0	0
181	9	10	5	13	8	40	187	4	2	4	10	2	67	253	8	4	3	12	7
187	8	4	4	1	2	63	191	4	0	3	0	6	94	270	10	6	2	14	1
226	3	6	2	11	11	84	237	4	0	2	13	2	81	217	3	0	2	10	10
294	4	0	4	4	0	55	195	11	0	3	8	11	93	263	12	6	2	13	5
167	13	4	3	3	7	39	156	14	0	4	2	4	36	179	13	0	4	15	11
778	6	2	14	10	11	73	168	14	0	2	4	3	63	218	4	0	3	7	5
120	14	2	1	9	1	80	140	2	4	1	1	3	152	303	10	10	1	15	10
156	5	2	4	7	5	32	155	11	6	4	13	10	40	173	11	0	4	7	11
155	8	2	4	13	8	62	161	0	6	2	9	6	105	290	4	0	2	12	3
....			....			..	....				..		84	255	4	6	3	0	7
....			....			..	....				..		100	351	9	0	3	8	3
150	0	0	5	2	9	32	158	14	0	4	15	5	34	165	14	0	4	14	1
165	0	0	3	8	2	23	154	6	5	6	11	5	27	215	6	6	7	15	8
174	0	0	9	10	8	23	178	0	0	7	11	10	24	194	14	0	8	1	11
160	0	0	8	14	3	15	150	0	0	10	0	0	21	170	8	0	8	1	11
175	0	0	9	11	7	17	150	0	0	8	13	2	22	181	12	0	8	4	2
126	0	0	4	1	0	26	126	0	0	4	13	6	31	140	14	0	4	8	8
150	0	0	5	0	0	16	150	0	0	9	6	0	25	129	2	3	5	2	8
125	4	0	3	3	4	25	130	1	0	5	3	3	41	165	8	0	4	0	7

College and School.	1851-52.			1852-53.			
	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	*Rs. a. p.*		*Rs. a. p.*	*Rs. a. p.*	
Canarese School at Hiperga ..	27	168 10 0	6 3 11	..	....	..	..
Murathee School at Talicote....	..	....	..	..	....	..	..
Ditto Beejapoor..	..	....	..	..	....	..	
Ditto Juth	..	....	..	..	....	..	
Ditto Alpadee ..	..	....	..	..	....	..	
Ditto Phulton ..	..	....	..	..	....	..	..
English School at Phulton ..	..	....	..	..	....	..	..
No. I. Vernacular School at Ahmedabad	..	....	..	..	....	..	..
No. II. ditto	..	....	..	..	....	..	..
No. III. ditto	..	....	..	..	....	..	..
No. IV. ditto	..	....	..	..	....	..	..
Surkej Vernacular School, Pergunna Duskroe	..	....	..	..	....	..	..
Butwa Vernacular School, Duskroe..	..	....	..	..	....	..	..
Jeytulpoor, Pergunna Jetalpoor.....	..	....	..	..	....	..	..
Bareza.....	..	....	..	..	....	..	
Dholka, Pergunna Dolka	..	....	..	..	....	..	..
Wasua Kelia	..	....	..	..	....	..	..
Detroj Pergunna Veeramgaum	..	....	..	..	....	..	..
Mandal Veeramgaum	..	....	..	..	....	..	..
Dholera	..	....	..	..	....	..	..
Dhundooka.....	..	....	..	..	....	..	..
Bhownuggur	..	....	..	..	....	..	..
Bhoomlee	..	....	..	..	....	..	..
Walookut	..	....	..	..	....	..	..
Kupudvunj	..	....	..	..	....	..	..
Omret	..	....	..	..	....	..	..
Mhandha.....	..	....	..	..	....	..	..
Kaira	..	....	..	..	....	..	..

1853-54.		1854-55.			1855-56.		
Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
Rs. a. p.	*Rs. a. p.*		*Rs. a. p.*	*Rs. a. p.*		*Rs. a. p.*	*Rs. a. p.*
....	..	..	....	..	..	....	..
....	..	..	....	..	47	272 7 6	5 12 8
....	..	57	394 0 0	6 14 7	60	438 8 0	7 4 11
....	..	..	....	..	24	120 12 0	5 0 6
....	..	..	....	..	30	120 0 0	4 0 0
....	..	..	....	..	56	127 12 0	2 4 6
....	..	..	....	..	7	109 14 0	15 11 1
....	..	242	658 8 0	2 11 6	128	635 2 7	5 0 7
....	..	81	245 13 3	3 0 7	44	211 2 3	4 12 9
....	..	131	400 4 9	3 0 10	59	450 9 0	7 10 2
....	..	157	515 12 3	3 4 7	102	575 8 9	5 10 3
....	..	..	....	..	48	4 5 9	0 1 6
....	..	..	....	..	27	....	..
....	..	..	....	..	34	1 3 6	0 0 7
....	..	..	....	..	34	1 0 0	0 0 6
....	..	94	195 6 0	2 1 3	56	232 1 3	4 2 3
....	..	..	....	..	..	....	..
....	..	..	....	..	..	....	..
....	..	..	..	..	35	0 9 6	0 0 3
....	..	66	206 1 0	3 2 0	30	175 0 0	5 13 4
....	..	86	303 3 3	3 8 5	72	306 1 3	4 4 0
....	..	113	357 6 3	3 0 6	74	373 5 4	5 0 8
....	..	..	....	..	..	3 10 6	..
....	..	..	....	..	..	..	..
....	..	51	286 10 9	5 4 11	41	277 8 0	6 12 3
....	..	117	334 4 5	2 13 8	112	360 3 8	3 3 5
....	..	80	308 10 0	3 13 8	84	308 0 0	3 10 8
....	..	148	394 3 0	2 10 7	93	471 8 5	5 1 1

College and School.	1851-52.			1852-53.			
	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	*Rs. a. p.*		*Rs. a. p.*	*Rs. a. p.*	
Matur	..	....	..	..	....	..	..
Mehmadabad	..	....	..	..	....	..	..
Neriod	..	....	..	..	....	..	..
Jambuser	..	....	..	..	....	..	..
Jautran	..	....	..	..	....	..	..
Ahmod	..	....	..	..	....	..	..
Kerwara	..	....	..	..	....	..	..
Broach, No. I.	..	....	..	..	....	..	..
Ankleswur	..	....	..	..	....	..	..
Hansote	..	....	..	..	....	..	..
Rander	..	....	..	..	....	..	..
Oolpar	..	....	..	..	....	..	..
Surat, No. I.	..	....	..	..	....	..	..
Ditto, No. II.	..	....	..	..	....	..	..
Ditto, No. III.	..	....	..	..	....	..	..
Ditto, No. IV.	..	....	..	..	....	..	..
Ditto, No. V.	..	....	..	..	....	..	..
Ditto, No. VI.	..	....	..	..	....	..	..
Ditto, No. VII.	..	....	..	..	....	..	..
Mota	..	....	..	..	....	..	..
Burdolee	..	....	..	..	....	..	..
Surbhon	..	....	..	..	....	..	..
Kaliawadi	..	....	..	..	....	..	..
Bulsar	..	....	..	..	....	..	..
Pardee	..	....	..	..	....	..	..
Junaghud	..	....	..	..	....	..	..
Nava Nugur	..	....	..	..	....	..	..
Vadhvan	..	....	..	..	....	..	..
Dhorajee	..	....	..	..	....	..	..
Morbee	..	....	..	..	....	..	..
Mova	..	....	..	..	....	..	..
Palitana	..	....	..	..	....	..	..
Limdee	..	....	..	..	....	..	..
Dhrangadra	..	....	..	..	....	..	..
Naguesh	..	....	..	..	....	..	..
Mandvie	..	....	..	..	....	..	..
Rajkote	..	....	..	..	....	..	..
Chooda	..	....	..	..	....	..	..

1853-54.		1854-55.				1855-56.			
Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs. a. p.	*Rs. a. p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*		*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*
....	..	97	194	14	0	2	0	1	71	208	4	3	2	14	11
....	..	66	209	14	0	3	2	10	50	229	15	2	4	9	7
....	..	310	710	7	4	2	4	8	242	801	6	5	3	4	11
....	..	100	343	11	6	3	7	0	65	357	0	6	5	7	10
....	..	..	....				..		16	1	8	0	0	1	6
....	..	75	281	2	6	3	12	0	51	278	11	3	5	7	5
....	..	..	....				..		33	2	0	0	0	1	0
....	..	136	543	3	11	375	11	0	112	595	14	3	5	5	2
....	..	80	301	13	9	3	12	6	50	309	5	6	6	3	0
....	..	41	259	6	0	6	5	3	24	253	3	3	10	8	9
....	..	53	179	4	6	3	6	1	36	180	2	6	5	0	1
....	..	66	312	5	6	4	11	8	28	309	6	0	11	0	9
....	..	181	540	6	6	2	15	9	133	590	5	0	4	7	0
....	..	62	345	3	0	5	9	1	45	331	7	0	7	5	10
....	..	66	250	15	0	3	12	10	50	260	4	6	5	3	3
....	..	94	340	0	0	3	9	10	75	369	15	9	4	14	11
....	..	91	317	6	0	3	7	8	77	323	0	0	4	3	1
....	..	98	216	1	0	2	3	3	57	265	11	6	4	10	7
....	..	56	328	0	0	5	13	8	29	377	6	6	13	0	3
....	..	41	211	8	0	5	2	6	26	186	10	6	7	2	10
....	..	43	216	13	6	5	0	8	21	210	0	0	10	0	0
....	..	39	164	7	0	4	3	6	20	150	0	0	7	8	0
....	..	51	262	12	3	5	2	5	33	246	12	1	7	7	7
....	..	62	304	0	0	4	14	5	24	302	6	0	12	9	7
....	..	43	244	10	0	5	11	0	24	235	9	3	9	13	1
....	..	..	....				..		46	1,680	0	0	36	8	4
....	..	..	....				..		49	600	0	0	12	3	11
....	..	..	....				..		43	180	0	0	4	3	0
....	..	..	....				..		28	600	0	0	21	6	10
....	..	..	....				..		60	300	0	0	5	0	0
....	..	..	....				..		52	300	0	0	5	12	3
....	..	..	....				..		59	240	0	0	4	1	1
....	..	..	....				..		89	240	0	0	2	11	2
....	..	..	....				..		76	240	0	0	3	2	6
....	..	..	....				..		31	600	0	0	19	5	8
....	..	35	215	0	3	6	2	3	25	210	0	0	8	6	5
....	..	..	....				..		132	1,236	0	0	9	5	10
....	..	..	....				..		35	600	0	0	17	2	3

College and School.	1851-52.			1852-53.			
	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	*Rs. a. p.*		*Rs. a. p.*	*Rs. a. p.*	
Gondal	..	....	..	..	....	..	..
Iactar	..	....	..	..	....	..	..
Vankanere	..	....	..	..	....	..	..
Palunpoor	..	....	..	..	....	..	..
Varrye.....	..	....	..	..	....	..	..
Thurra in Kankej ..	..	....	..	..	....	..	..
Godra	..	....	..	..	....	..	..
Hallole	..	....	..	..	....	..	..
Kallole.....	..	....	..	..	....	..	..
Verzulpoor.....	..	....	..	..	....	..	..
Dahode	..	....	..	..	....	..	..
Jhalode	..	....	..	..	....	..	..
Sudra	..	....	..	..	....	..	..
Edur	..	....	..	..	....	..	..

1853-54.		1854-55.			1855-56.			
Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	
Rs. a. p.	*Rs. a. p.*		*Rs. a. p.*	*Rs. a. p.*		*Rs. a. p.*	*Rs. a. p.*	
....	..	..	....	..	16	600 0 0	37 8 0	
....	..	..	....	..	4	420 0 0	105 0 0	
....	..	..	....	..	4	180 0 0	45 0 0	
....	..	..	....	..	22	240 0 0	10 14 7	
..	..	..	....	..	2	120 0 0	60 0 0	
....	..	..	....	..	46	15 0 0	0 5 3	
....	..	..	....	..	41	180 0 0	4 6 3	
....	..	..	...	..	81	180 0 0	2 3 6	
....	..	..	....	..	66	140 8 0	2 2 1	
....	..	..	....	..	38	45 0 0	1 2 11	
....	..	..	....	..	33	45 0 0	1 5 9	
....	..	..	....	..	77	45 0 0	0 9 5	
....	..	..	....	..	32	300 0 0	9 6 0	
....	..	..	....	..	153	180 0 0	1 2 10	

TABLE 13.

Distinctions conferred by the University during the Year 1855–56.

Name of Institution.	1	None—the University not yet incorporated.
Locality.	2	
When Established.	3	
Number of Pupils on the Rolls at the end of the Year.	4	Hindoos.
	5	Mahomedans.
	6	Others.
	7	Total.
Average daily Attendance.	8	
Number of Pupils studying in each Language at the end of the Year.	9	English.
	9A	
	9B	
	9C	
	9D	
Monthly Rate of Schooling Fee.	10	
Receipts.	11	From Government.
	12	Proceeds of Endowment.
	13	Local Rate or Assessment.
	14	Subscriptions and Donations.
	15	Fees, Fines, &c.
	16	Sale of Books.
	17	Other sources.
	18	Total.
Charges.	19	Current.
	20	Extraordinary.
	21	Total.
Excess of Receipts over Charges.	22	
Excess of Charges over Receipts.	23	
Annual Cost of Educating each Pupil.	24	Total Cost.
	25	Cost to Government.
Remarks.	26	

TABLE 14.

RETURN OF SCHOLARSHIPS.

TABLE

Return of Scholarships

A.—SENIOR SCHOLARSHIP OR SCHOLAR

Name of Scholar.	College at which gained.	When gained.	Free or Stipendiary.
Ardaseer Pestonjee	Elphinstone College.	January 1856.	Stipendiary
Dulputram Pranjevan	ditto	ditto	ditto
Jamsetjee Nesserwanjee	ditto	ditto	ditto
Shantaram Vithal	ditto	ditto	ditto
Dorabjee Hormusjee	ditto	ditto	Free
Kasim Kakee	ditto	ditto	Stipendiary
Motiram Rajaram	ditto	ditto	ditto
Sorabjee Jahangeer	ditto	ditto	ditto
L. P. De Rozario	ditto	ditto	ditto
Motiram Tricumdas	ditto	ditto	ditto
Nesserwanjee Dhunjeebhoy	ditto	ditto	ditto
Nanabhoy Eduljee	ditto	ditto	ditto
Pestonjee Cowasjee	ditto	ditto	ditto
Jettashankar Kripashankar	ditto	ditto	Free
Sumboo Pandoorung	ditto	ditto	Stipendiary
Dulputram Jewanram	ditto	ditto	ditto
Mahadajee Vishnoo	ditto	ditto	ditto
Damodhar Balcrustna	ditto	ditto	ditto
Rustomjee Eduljee	ditto	ditto	ditto
Krishnanath Ramchundra	ditto	ditto	ditto
Bala Mungesh	ditto	ditto	ditto
Narayan Mahadeo	ditto	ditto	ditto
Rustomjee Hirjeebhoy	ditto	ditto	ditto
Cursetjee Dinshaw	ditto	ditto	ditto
Vishnoo Gunesham	ditto	ditto	Free
Bashker Hurry	ditto	ditto	Stipendiary
Venayeck Succaram	ditto	ditto	ditto
Bhai Ramchundra	ditto	ditto	ditto
Nowrojee Shapoorjee	ditto	ditto	ditto
Vishnoo Moreshwar	ditto	ditto	ditto
Suddanund Balcrustna	ditto	ditto	Free
Narayan Janardhan	ditto	ditto	ditto
Karsandass Mahadowdas	ditto	ditto	Stipendiary
Wassudeva Juggunnath	ditto	ditto	ditto
Dhunjeebhoy Rustomjee	ditto	ditto	ditto
Ramcrushna Gopall	ditto	ditto	ditto
Murlidhar Girdhar	ditto	ditto	ditto
Vinayeck Narayan	ditto	ditto	ditto
Jivenlal Umidshunker	ditto	ditto	ditto

14.

gained during the Year.

SHIPS GAINED AT COLLEGES.

For how long Tenable.	For Proficiency in what Branch.	Remarks.
12 months ..	Literature and Science.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto,	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.

Name of Scholar.	College at which gained.	When gained.	Free or Stipendiary.
Bhujangrao Krishna	Elphinstone College.	January 1856.	Stipendiary ..
Narmadashankar Lalshanker ..	ditto ..	ditto ..	Free.....
Furdonjee Byramjee	ditto ..	ditto ..	Stipendiary ..
Tribuvan Dwarkadass	ditto ..	ditto ..	ditto ..
Dadabhoy Pestonjee	ditto ..	ditto ..	ditto ..
Rustomjee Manekjee	ditto ..	ditto ..	Free.....
Muncherjee Byramjee	ditto ..	ditto ..	Stipendiary ..
Sorabjee Framjee	ditto ..	ditto ..	ditto ..
Jagunnath Narayan	ditto ..	ditto ..	ditto ..
Shridhar Vital	ditto ..	ditto ..	ditto ..
Hormasjee Dadabhoy	ditto ..	ditto ..	ditto ..
Ball Govind	ditto ..	ditto ..	ditto ..
Pestonjee Eduljee	ditto ..	ditto ..	ditth ..
Keshowrao Bhasker	ditto ..	ditto ..	ditto ..
Gopinath Sudashivejee	ditto ..	ditto ..	ditto ..
Hurrychund Antoba	ditto ..	ditto ..	ditto ..
Dadabhoy Rustomjee	ditto ..	ditto ..	Free.....
Shricrushna Narayan	ditto ..	ditto ..	Stipendiary ..
Shivshanker Govindram	ditto ..	ditto ..	ditto ..
Umbaram Kavalram	ditto ..	ditto ..	ditto ..
Rustomjee Ardaseer	ditto ..	ditto ..	ditto ..
Shamrao Pandoorung	ditto ..	ditto ..	Free.....
Kursetjee Framjee.....	Grant Med. College.	April 1855...	Stipendiary ..
Burjorjee Ardaseer.....	ditto ..	ditto ..	ditto ..
A. M. Coutinho.....	ditto ..	ditto ..	ditto ..
Bazunjee Rustomjee	ditto ..	ditto ..	ditto ..
Kowasjee Nowrojee	ditto ..	ditto ..	ditto ..
Jamnadass Hurgovindass.....	ditto ..	ditto ..	ditto ..
Eduljee Nesserwanjee	ditto ..	ditto ..	ditto ..
Maneckjee Arderjee	ditto ..	ditto ..	ditto ..
Ramchundra Narayan	ditto ..	ditto ..	ditto ..
Rowjee Godbolay	Poona College	October 1846	ditto ..
Rama Oak	ditto	January 1849	ditto ..
Purshram Godbolay	ditto	July 1852	ditto ..
Wamon Oak	ditto	February 1853	ditto ..
Yedneshwer Lalit	ditto	Sept. 1847	ditto ..

For how long Tenable.	For Proficiency in what Branch.	Remarks.
12 months ..	Literature and Science.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
1 year	Anatomy, Practical and Surgical included.	
ditto ..	In the discharge of the duties of Chemical Clerk and Surgical Dresser.	
ditto ..	Practical knowledge of Medicine, Surgery, and Midwifery.	
ditto ..	In Anatomy and Physiology.	
ditto ..	In Materia Medica and Pharmacy.	
ditto ..	In Chemistry, both Theoretical and Practical.	
ditto ..	In the subject of Study during the Session.	
ditto ..	ditto ditto.	
ditto ..	In Compounding Medicines.	
10 years	In English.	
ditto ..	do.	
ditto ..	do.	
ditto ..	do.	Left the College 16th January 1856.
ditto ..	do.	Ditto ditto.

Name of Scholar.	College at which gained.	When gained.	Free or Stipendiary.
Hari Bhatawdekur.....	Poona College	January 1846	Stipendiary..
Bapoo Abajee.....	ditto	June 1853	ditto ..
Rama Gorboley	ditto	ditto ..	ditto ..
Narayen Gopall.....	ditto	January 1852	ditto ..
Casinath Vittul.....	ditto	ditto ..	ditto ..

Sanscrit

B.—JUNIOR SCHOLARSHIP OR SCHOLAR

Bapoo Joshi Newaskur	Poona College	October 1846	Stipendiary..
Shedheshwur Deokule	ditto	Nov. 1847	ditto ..
Vinayek Pitkur.....	ditto	Sept. 1847	ditto ..
Vireshwurbhut Wyekur	ditto	January 1849	ditto ..
Bhima Kanada	ditto	ditto ..	ditto ..
Vishnoo Lalit.....	ditto	March 1854	ditto ..
Parashuram Patunkur	ditto	July 1854	ditto ..
Anunta Gorbole.....	ditto	ditto ..	ditto ..
Dumu Puntambekur.....	ditto	ditto ..	ditto ..
Bhikur Ayanapure.....	ditto	ditto .	ditto ..
Normal Department.			
Sakharam Phurke.....	ditto	July 1851	ditto ..
Vinu Topi	ditto	ditto ..	ditto ..
Hari Damli.....	ditto	Sept. 1851	ditto ..
Sakharam Bhagwut*.....	ditto	January 1852	ditto ..
Krishna Datar	ditto	Dec. 1853	ditto ..
Cashinath Thethe †	ditto	ditto ..	ditto ..
Sadu Sahasrabudhe	ditto	March 1854	ditto ..
Narayan Natu	ditto	June 1854	ditto ..
Nana Padhe	ditto	March 1853	ditto ..
Venku Dravid.....	ditto	February 1852	ditto ..
Sivram Dante.....	ditto	June 1854	ditto ..
Balcrushna Goorzur	ditto	ditto ..	ditto ..
Narayan Goorzur	ditto	February 1852	ditto ..
Balcrushna Kalgaokur	ditto	August 1852	ditto ..
Krishna Gorbole‡	ditto	October 1854	ditto ..

For how long Tenable.	For Proficiency in what Branch.	Remarks.
10 years..	In English.	His term of Scholarship expired.
ditto ..	ditto	Left the College, 3rd January 1856.
ditto ..	ditto	Left on the 16th January 1856.
ditto ..	ditto	
ditto ..	ditto	

Department.

SHIPS GAINED AT SCHOOLS.

8 years.....	In Sanscrit.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
Unlimited ..	In Vernacular.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.....	* Resigned. Appointed Master of the Government Vernacular School at Tanna, 11th June 1855.
ditto ..	ditto.	
ditto ..	ditto.....	† Resigned. Appointed Master of the Government Vernacular School at Mahableshwur, 1st April 1856.
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.....	‡ Appointed Assistant Master in the Normal Department, from 10th Oct. 1855.

Name of Scholar.	College at which gained.	When gained.	Free or Stipendiary.
Bhaskur Abhunkur	Poona College	June 1854	Stipendiary ..
Moru Dhorup.....	ditto	ditto ..	ditto ..
Ganu Baput	ditto	ditto ..	ditto ..
Bapoo Purshotum.....	ditto	July 1854	ditto ..
Sopana Thakur	ditto	August 1854	ditto ..
Sadu Limaya	ditto	ditto ..	ditto ..
Vishnu Joshi Pawaskur*	ditto	ditto ..	ditto ..
Narayen Yogi.....	ditto	Sept. 1854	ditto ..
Gunesh Ranade	ditto	ditto ..	ditto ..
Vinu Joglekur	ditto	October 1854	ditto ..
Gunnesh Jayaram	ditto	April 1855	ditto ..
Babajee Vasaekna	ditto	ditto ..	ditto ..
Babajee Bhicajee	ditto	ditto ..	ditto ..
Shittaram Kanare	ditto	June 1855	ditto ..
Ramchundra Patunkur	ditto	ditto ..	ditto ..
Wittul Gorbole	ditto	ditto ..	ditto ..
Hari Mahadeo	ditto	February 1856	ditto ..
English Department.			
Vinayeck Adurekur	ditto	January 1849	ditto ..
Chinto Thewarkur.....	ditto	ditto ..	ditto ..
Dajee Londhe	ditto	Sept. 1847	ditto ..
Luxumon Kelkur†	ditto	October 1847	ditto ..
Rama Wyed	ditto	January 1846	ditto ..
Kusha Wyas	ditto	Sept. 1847	ditto ..
Shridhur Jambhekur‡	ditto	January 1849	ditto ..
Ramchundra Dewnothali §	ditto	Sept. 1847	ditto ..
Wamun Gudre	ditto	Sept. 1845	ditto ..
Vishnoo Ranade‖	ditto	January 1849	ditto ..
Govinda Bhatowdekur	ditto	February 1849	ditto ..
Gazanun Pathuk	ditto	July 1849	ditto ..
Sakhuram Deo	ditto	February 1849	ditto ..
Chintu Walunbe	ditto	April 1851	ditto ..
Baba Gokhle	ditto	Dec. 1853	ditto ..
Shridhur Gundoo¶	ditto	ditto ..	ditto ..
Balla Nagnath	ditto	June 1854	ditto ..
Rama Manee.....	ditto	July 1854	ditto ..

For how long Tenable.	For Proficiency in what Branch.	Remarks.
Unlimited ..	In Vernacular.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.....	* Resigned, 4th March 1856.
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
10 years ..	In English.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.....	† Resigned 1st August 1855, and got appointment in Post Office in the Ahmednuggur Collectorate.
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.....	‡ Resigned on the 1st November 1855, and got appointment in the Low Caste School.
ditto ..	ditto.....	§ Dismissed, 20th March 1856.
ditto ..	ditto.	
ditto ..	ditto.....	‖ Ditto.
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.....	¶ Resigned on the 1st August 1855, and got appointment in Post Office in the Ahmednuggur Collectorate.
ditto ..	ditto.	
ditto ..	ditto.	

Name of Scholar.	College at which gained.	When gained.	Free or Stipendiary.
Krishnajee Bhicajee*	Poona College	August 1854	Stipendiary
Bhow Gokhle	ditto	Sept. 1854	ditto
Balla Patel	ditto	ditto	ditto
Balla Gokhle	ditto	ditto	ditto
Shriram Bhikajee	ditto	ditto	ditto
Ganu Malwunkur	ditto	January 1849	ditto
Vishnoo Balcrushna	ditto	January 1855	ditto
Dadoba Sukharam†	ditto	February 1855	ditto
Damodher Juggunath	ditto	ditto	ditto
Rama Powart	ditto	March 1855	ditto
Nana Ghate	ditto	February 1856	ditto
Rama Gokhle	ditto	ditto	ditto
Trimbuck Sarunjame	ditto	ditto	ditto
Manohur Rishi	ditto	ditto	ditto
Ramakant Bhende	ditto	ditto	ditto
Govind Ballal	ditto	ditto	ditto
Martund Paitkur	ditto	ditto	ditto
Wamun Agurkur	ditto	ditto	ditto
Gopal Nene	ditto	ditto	ditto
Wassoodeo Juggunath	ditto	ditto	ditto
Wamon Baput	ditto	ditto	ditto
Narayan Deshpand	ditto	ditto	ditto
Bal Crushna Baput	ditto	March 1856	ditto
Gundoo Tailung	ditto	ditto	ditto

For how long Tenable.	For Proficiency in what Branch.	Remarks.
10 years	In English	* Resigned 16th January 1856.
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.....	† Ditto.
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	

TABLE

Return of Candidates passed during the year 1855-56

Name of passed Candidate.	When or where Examined.	Where Educated.
Gunnesh Venktesh Kaneh	30th November 1855..	In the Tanna Government Murathee School.
Raghunath Shewram Goorjur ..	14th February 1856....	In Murathee School No. II. at the Presidency.
Bhasker Mahadeo Paranjpye ..	8th March 1856.....	At Somgeshwer School, in the Rutnagherry Zilla.
Vamenajee Sukharam Tiiuk ..	14th Do.	At Moorood School, in the Rutnagherry Collectorate.
Ballajee Mahadeo Budwudkur. .	1st February 1856....	In the Malwan School .....
Kesheo Anunt Kamut	Ditto	Ditto .....
Baloo Hurbajee Saturn.....	Ditto	School No. I. at Rutnagherry..
Vithul Bappojee	Ditto	School at Pawas .....
Ballajee Ramchundra Ook	Ditto	Palsett School .....
Pandoorung Govind	Ditto	No. I at Rutnagherry .....
Mahadajee Narayan	Ditto	Palsett School .....
Venayeck Junarden Gudray...	Ditto	Gohagur School .....
Damodhur Gungadhur.....	Ditto	School No. I. at Rutnagherry..
Ramchunder Vithul	Ditto	Rajapore School .....
Gopall Babjee	Ditto	Harnai School .....
Crishnajee Narayen	Ditto	School No. I. at Rutnagherry..
Moro Gopall Damlay	Ditto	Moorood School .....
Moro Shreedhur	Ditto	Pawas School .....
Crishnajee Gunesh.....	Ditto	School No. I. at Rutnagherry..
Gopall Luxumon	Ditto	Ditto ..
Vishnoo Gunesh.....	Ditto	Malgoond School .....
Crishnajee Hurree	Ditto	Harnai School .....
Crishnajee Wisswanath.....	Ditto	Ditto .....
Crishnajee Sukharam	Ditto	Ditto .....
Mahadajee Babjee	Ditto	Someshwer School .....
Venayak Sudasheo.....	Ditto	School No. II. at Rutnagherry.
Jyram Abajee.....	Ditto	Someshwer School .....
Balcrushna Narrayan	Ditto	Moorood School .....
Ballajee Kesheo.....	Ditto	School No. II. at Rutnagherry.
Luxumon Vamon	Ditto	Malgoond School .....
Kesheo Mahadeo Prubhoo	Ditto	Rajapoor School .....
Pandoorung Shreedhur.....	Ditto	Vingorla School .....
Vishram Ladoba	Ditto	Ditto .....
Ballajee Vithul	Ditto	Malgoond School .....
Raghunath Abajee.....	Ditto	School No. II. at Rutnagherry .
Gopall Gunesh	Ditto	Gohagur School .....
Gunesh Ramchundra.....	Ditto	Someshwer School .....
Ramchunder Janardhun	Ditto	Pawas School .....
Shewram Vishram Prubhoo....	Ditto	School No. I. at Rutnagherry..
Rowjee Junarden	Ditto	Malgoond School .....
Vithul Gunesh Limaya.....	Ditto	Ditto .....

15.

for Employment or Promotion in the Education Department.

Grade of Certificate granted.	Grade of Appointment to which entitled in consequence.	Remarks.
.....	.....	All of these four young men were examined at first according to the standard for Primary School Masterships, but they passed examination in almost all the higher branches taught in our present Vernacular Schools.
.....	.....	
.....	.....	
.....	.....	
1st Grade	That of Master.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
2nd Grade	That of Assist. Schoolmaster.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
3rd Grade	That of Primary Schoolmaster.	
Do.	Ditto.	
Do.	Dttio.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
4th Grade	That of Monitor.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	

Name of passed Candidate.	When or where Examined.	Where Educated.
Wassooden Chintamon	1st February 1856	School No. II. at Rutnagherry.
Vinayak Bhicajee Dumlay	Ditto	Gohagur School .....
Ramchundra Narayan	Ditto	No. I. at Rutnagherry. .....
Sheetaram Vishwanath.....	Ditto	Rajapoor School. .....
Crishnajee Vithul	Ditto	Someshwer School.....
Ballajee Gungadhur	Ditto	Gohagur School. .....
Ballajee Dhondeo	Ditto	Someshwer School .....
Muggan Harjivan	Ahmedabad, in December 1855.	G. V. S. No. III. Ahmedabad...
Bhowaneshanker Harriram		Unknown.
Motilal Samuldas		Ditto.
Pitamber Tribhoowundass		Ditto.
Luxmishanker Mahashanker ..		G. V. S. No. I. Ahmedabad.
Luximon Jewa		Ditto No. IV. ditto.
Ballajee Sunmookram		Ditto No. I. ditto.
Harilal Myaram		Ditto ditto.
Narselal Ootamram		Ditto ditto.
Bapoojee Doolabram.....		Ditto ditto.
Ranchod Bapalal		Ditto No. IV.
Revashanker Ambaram		Ditto
Dajee Harrishanker		Ditto No. III.
Ramshunker Luxmiram		Ditto No. I.
Jettialal Poonjajee.....		Ditto No. I.
Ambashanker Nurbheram		Ditto No. III.
Chaggan Harriram		Ditto No. II.
Runchode Vasram.....		Unknown.
Harjeevun Keshowjee		Ditto.
Chotulal Danatrai.....		G. V. S. at Nariod.
Keshowlal Nanalal		Ditto No. IV. Ahmedabad.
Jetha Bugwan.....		Ditto No. II.
Mooljee Narsiram.....		Ditto No. IV.
Purshotum Kurumchund.....		Ditto No. III.
Himmutchun Ramshunker		Ditto No. I.
Keshowlal Harishanker		Ditto No. II.
Vishwanath Mansookram.....		Ditto No. I.
Bapalal Govindram		Unknown.
Jugjeevun Muncharam.....		Ditto.
Harrivulub Dyashunker		Ditto.
Amichund Pitamber*	.....	G. E. S. Ahmedabad.
Shankalchan Vithuldass	.....	G. V. S. No. I. do.
Soorujram Muncharam*	.....	G. E. S. Surat.
Narbadamanishunker Kumlashunker*	.....	Ditto.
Vishnoo Shunker*.....	.....	Ditto.
Vishnoopunt Nursoopunt*	Ahmedabad in March 1856.	G. E. S. Ahmedabad.
Gunpuram Heerjee		G. V. S. No. III. do.
Muggaul Gungaram.....		G. E. S. do.
Vandrawan Mathuradass.....		G. V. S. do.
Jeytha Asharam		Ditto.
Lulloo Bhaktidass.....		Ditto.
Varajlal Gowrishanker		G. V. S. at Oomret.

Grade of Certificate granted.	Grade of Appointment to which entitled in consequence.	Remarks.
4th Grade	That of Monitor.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
Do.	Ditto.	
It is not the practice to grant Certificates. The Examination Returns are forwarded to the Inspector, who from them selects the persons whom he thinks fit for particular appointments. All the persons in this Return have passed the examination for Masters of Primary Schools laid down in para. 20 of the Instructions to Visitors; but nearly the whole of those marked as educated in Government Vernacular Schools know the whole course taught in them, including the History of India, Algebra, and Geometry. Those to whose names * is prefixed, have had an English education, and are much superior to the others in every way.	Those few who have passed the Primary School examination test and no more are entitled to appointments of from Rs. 8 to Rs. 10. Those who know the whole Vernacular School course generally get from Rs. 10 to Rs. 15. The appointments obtainable by those who have had an English education range in value from Rs. 15 to Rs. 30, according to individual qualification.	The persons marked as having been examined at Ahmedabad and Surat were those who attended the general examination held by the Head Master of the English Schools at those places. The remainder were examined by the Inspector and Visitor in the course of their tours. No records have been kept of the number of Candidates rejected, which was very large.

Name of passed Candidate.	When or where Examined.	Where Educated.
Ramshanker Ambaram.....	Ahmedabad in March 1856.	G. V. S. No. IV. Ahmedabad.
Harjavan Kahanjee		Unknown.
Jethalal Purshotum		G. E. S. at Ahmedabad.
Pranjeevan Rajaram		G. V. S. No. II. ditto.
Arnooluk Sarabhai		Ditto ditto.
Dayabhai Venaikjee.....		Ditto Surat No. I.
Bhaidass Dayaram		Ditto.
Hirachund Nanabhai.....		Ditto.
Raechund Narsi.....		G. V. S. at Randier.
Kevulchund Javerchund		Ditto.
Fakerbhai Dhaneshwar		Ditto.
Gowrishanker Shewshunker....		Ditto No. VI. Surat.
Sadashiu Karunaram.....		Ditto at Oolpar.
Gopaldass Makandass		Ditto No. V. Surat.
Cooverjee Pragjee		Ditto No. I and IV. at Surat.
Moteram Anandram		Ditto No. V. Surat.
Brijbookindass Jaganath		Ditto.
Bhugwundass Dayaram		Ditto.
Narotum Shivnarayen		Ditto No. I. Surat.
Oomedram Abaram		Ditto at Oolpar.
Chaluldass Laldass		Ditto.
Vunmalidass Gopaldass		Ditto.
Vjiashanker Bhimanund		Ditto Surat.
Deoshanker Narsiram		Ditto Bardoli.
Hurinarayen Purshotum		Ditto.
Mohanbhai Paragdass		Ditto Surat No. I.
Pranjeevundass Damodardass ..		Ditto.
Hurreeshunker Gowrishunker..	Surat.....	Ditto No. IV.
Gunputram Hurreram		Ditto Aukleser.
Ramshunker Mancharam.....		Ditto.
Nenooram Kasandass*		G. E. S. at Broach.
Narotum Laldass*.....		G. V. S. ditto.
Amitram Kevulram		Ditto No. II. ditto.
Lulloobhai Jamnadass		Ditto ditto.
Ratanram Prannath		Ditto No. II. ditto.
Bhalchundra Dinkur		Ditto at Mandvee.
Govindram Bhowaneeshunker..		Bombay School.
Harkison Pragjee		G. V. S. No. I. Surat.
Hurrebhai Nathoobhai.....		Ditto No. III. ditto.
Sakharam Bapoo		Ditto at Kaliawadee.
Dayaljee Kasanjee.....		Ditto.
Raje Bhaijee		Ditto at Ahmedabad.
Hargovandass Tooljaram		Ditto No. V. Surat.
Nanabhai Motiram		Ditto No. I. ditto.
Mahashunker Sudasive.....		Ditto at Ahmedabad.
Nurotum Bhugwandass.....		Ditto at Pardi.
Luxmidass Tribhowandass		Ditto.
Dayabhai Koosaldass		Ditto Surat No. V.
Dowlutram Tuljaram		Ditto Do. No. VI.
Maninarayen Naranram		Ditto Do. No. II.

Grade of Certificate granted.	Grade of Appointment to which entitled in consequence.	Remarks.

Name of passed Candidate.	When or where Examined.	Where Educated.
Ghellabhai Purmanand	Surat	G. V. S. Surat No. II.
Abdool Rajak Abdool Shaker	Surat	G. Hindustanee School No. VI. Surat.
Vishnooram Aditram	Surat	G. V. S. No. II. ditto.
Panachund Luxmichund	Surat, in October 1855.	Ditto at Bhownuggur.
Purshotum Harrinarayen	Surat, in October 1855.	Ditto at Randier.
Pranjeewun Bhagwanjee	Surat, in October 1855.	Ditto at Surbhone.
Valabram Vishwanath	Surat, in October 1855.	Ditto.
Dayaljee Morarjee	Surat, in October 1855.	Ditto.
Narotum Nitiannund	Surat, in October 1855.	G. V. S. No. I. Surat.
Muncherjee Hormusjee	Surat, in October 1855.	Ditto No. V. ditto.
Dayabhai Nurbheeram	Neriad, in March 1856.	Ditto at Neriad.
Motibhai Deshaibhai	Neriad, in March 1856.	Ditto.
Bapoojee Cassiajee	Neriad, in March 1856.	Ditto.
Girdhurlal Tulsee	Neriad, in March 1856.	Ditto.
Muggunlal Hurgovind	Neriad, in March 1856.	Ditto.
Mooltbhai Nathabhai	Neriad, in March 1856.	Ditto.
Bapalal Harivulub	Neriad, in March 1856.	Ditto.
Damodurdass Ghelabhai	Surat, in May 1856.	Ditto at Surat.
Muncharam Ghelabhai	Surat, in May 1856.	Ditto.
Motiram Rajaram*	Surat, 13th May 1856.	Elphinstone Institution.
Jayshanker Lalshanker*	Surat, 13th May 1856.	G. E. S. Surat.
Dossabhai Nusserwanjee*	Surat, 13th May 1856.	Ditto.
Ootamram Luxmiram	Ahmedabad, in December 1855.	Surat Irish Mission School.
Veneram Purbhooram	Dholka, in March 1856.	Mission School at Rajkote.
Muljee Rupram	Kaira	G. V. S. at Kaira.
Hurjevan Dyaram	Ditto	Ditto.
Vishwanath Mukutram	Ditto	Unknown.
Buldeo Keshur	Mater	G. V. S. at Matter.
Panachund Apalshi	Kaira	Ditto at Kaira.
Achratlal Jasra	Ditto	Ditto.
Dhuneshwur Deomund	Dholka	G. S. at Wudwan.
Mooljee Nurbheram	Jetulpoor	Unknown.
Mahashankur Khoosal	Dakora	G. V. S. at Oomret.
Laldbhai Madhowram	Thansra	Ditto Kapudwunj.
Amrital Malookchund	Ahmedabad	Ditto Memodabad and Kapudwunj.
Amtharam Bhooderjee	Bareja	Unknown.
Govindlal Bapoojee	Ahmedabad	G. V. S. No. II. Ahmedabad.
Goolabdass Gopaldass	.....	Unknown.
Soorujram Madhowram*	.....	G. E. S. at Broach.
Govanjee Mackanjee	.....	Ditto at Surat.
Dulputram Ambaram*	.....	Ditto.
Ramchundra Krishnaram	.....	Ditto.

Grade of Certificate granted.	Grade of Appointment to which entitled in consequence.	Remarks.

TABLE 16.

Return of Private Donations and Endowments from which Aid was received by the Department during the Year 1855-56.

Name of Donor.	Description of Donations.	Annual Value.			For what Period to continue.
		Rs.	*a.*	*p.*	
Crishnath Narrayen, Esq.	Annual Subscription ..	15	0	0	For one Year.
Nusserwanjee Cursetjee Dady, Esq.	Ditto ..	50	0	0	Ditto.
Nowrojee Cursetjee, Esq.	Ditto ..	25	0	0	Ditto.
Pestonjee Nowrojee Pochajee, Esq.	Ditto ..	115	0	0	Ditto.
Cawasjee Jahangeer, Esq.	Ditto ..	25	0	0	Ditto.
Raghoonath Narrayen, Esq.	Ditto ..	15	0	0	Ditto.
Bomanjee Framjee Cama, Esq.	Ditto ..	150	0	0	Ditto.
Vurjeevundass Madowdass, Esq.	Ditto ..	30	0	0	Ditto.
Limjee Maneckjee, Esq.	Ditto ..	15	0	0	Ditto.
W. Howard, Esq.	Ditto ..	50	0	0	Ditto.
Tyabjee Bhoymeah, Esq.	Ditto ..	30	0	0	Ditto.
Soojavoodeen Tyebjee, Esq.	Ditto ..	30	0	0	Ditto.
Atmaram Pandoorung, Esq.	Ditto ..	30	0	0	Ditto.
Manockjee Nusserwanjee Petty, Esq.	Ditto ..	30	0	0	Ditto.
Dinshaw Manockjee, Esq.	Ditto ..	15	0	0	Ditto.
Nasserwanjee Manockjee, Esq.	Ditto ..	15	0	0	Ditto.

Messrs. David Sassoon and Sons	Ditto	..	60	0	0	Ditto.
Munguldass Nathoobhoy, Esq.	Ditto	..	30	0	0	Ditto.
Sorabjee Pestonjee Framjee, Esq.	Ditto	..	15	0	0	Ditto.
Narrayen Dinnanath, Esq.	Ditto	..	25	0	0	Ditto.
Executor of the Estate of the late Mahomed Ebrahim Muckba, Esq.	Ditto	..	30	0	0	Ditto.
Dadabhoy Dorabjee, Esq.	Ditto	..	15	0	0	Ditto.
Dossabhoy Hormusjee, Esq.	Ditto	..	30	0	0	Ditto.
Nowrojee Furdoonjee, Esq.	Ditto	..	15	0	0	Ditto.
Byramjee Heerajee Cola, Esq.	Ditto	..	59	0	0	Ditto.
Dr. Antonio DeSilva	Ditto	..	15	0	0	Ditto.
Hormusjee Manockjee, Esq.	Ditto	..	15	0	0	Ditto.
Sorabjee Framjee, Esq.	Ditto	..	15	0	0	Ditto.
Wassoodew Pandoorung, Esq.	Ditto	..	15	0	0	Ditto.
Venayek Wassoodew, Esq.	Ditto	..	25	0	0	Ditto.
Wassoodeo Narrayen, Esq.	Ditto	..	25	0	0	Ditto.
Atmaram Madowjee, Esq.	Ditto	..	25	0	0	Ditto.
Bhasker Soonderjee, Esq.	Ditto	..	20	0	0	Ditto.
Burjorjee Viccajee, Esq.	Ditto	..	30	0	0	Ditto.
Cawasjee Jehangeer, Esq.	Ditto	..	25	0	0	Ditto.
Messrs. David Sassoon and Sons.	Ditto	..	60	0	0	Ditto.
Limjee Manockjee, Esq.	Ditto	..	15	0	0	Ditto.
Burjorjee Dorabjee, Esq.	Ditto	..	30	0	0	Ditto.
Cursetjee Nusserwanjee Cama, Esq.	Ditto	..	125	0	0	Ditto.
Pestonjee Nowrojee Pochajee, Esq.	Ditto	..	115	0	0	Ditto.
			1,465	0	0	

Name of Donor.	Description of Donations.	Annual Value.	For what Period to continue.
		Rs. *a.* *p.*	
Interest on Elphinstone Professorship Fund..	Endowment.....	17,531 0 0	In perpetuity.
Ditto on Elphinstone Institution ditto ..	Ditto	2,910 0 0	Ditto.
Ditto on West Scholarship ditto ..	Ditto	1,083 9 2	Ditto.
Ditto on Clare ditto ditto ..	Ditto	1,436 2 6	Ditto.
Ditto on Guicowar ditto ditto ..	Ditto	200 0 0	Ditto.
Ditto on Soonderjee Jewajee Prize Fund..	Ditto	40 0 0	Ditto.
Ditto on Bell Prize ditto ..	Ditto	40 0 0	Ditto.
Ditto on Raja of Dhar ditto ..	Ditto	40 0 0	Ditto.
Ditto on Gunputrao Vittul ditto ..	Ditto	60 0 0	Ditto.
Ditto on Perry Professorship ditto ..	Ditto	2,028 0 0	Ditto.
Shets Kevulbhai Jeychund and Nuthoobai Lalchund.	For building a Vernacular School-house at Kuperwunj, Kaira Zilla..	700 0 0	
Desai Vehreebai Ajoobai.....	For building an English School-house at Neriad	2,000 0 0	
The Inhabitants of Ahmedabad.....	Towards the endowment of a Provincial College and the erection of a suitable building.	(Rs. 49,582 have been collected up to this date, & the list is still open*)	

* In this column the contributions of communities to Schools opened on the partially self-supporting system are not entered.

TABLE 17.

General Statement of Amount expended by Government on Education during the Year 1855-56.

	Salaries.	Scholarships.	Buildings.	Contingencies and Books.	Grants-in-Aid.	Total.
	Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*
General Establishment	75,352 1 1	.....	.....	3,075 1 1	....	78,427 2 2
Government Colleges and Schools—						
General	1,53,091 1 3	2,756 0 0	4,103 12 0	35,862 15 4	....	1,95,813 12 7
Special	21,923 10 7	.....	.....	2,964 14 5	....	24,888 9 0
Private Colleges and Schools—						
General	.....	.....	.....	.....	....	.....
Special	.....	.....	.....	.....	....	.....
	2,50,366 12 11	2,756 0 0	4,103 12 0	41,902 14 10	....	2,99,129 7 9

APPENDIX [A].

STAFF OF THE ELPHINSTONE COLLEGE ON 30TH APRIL 1856.

Principal, and Professor of Mental and Moral Philosophy	JOHN HARKNESS, LL.D.
Professor of Mathematics and Natural Philosophy, and Acting Professor of Political Economy	R. S. SINCLAIR, LL.D.
Acting Professor of History and Geography	R. T. REID, LL.D.
Assistant Professor of English Literature	C. GRAHAM SMITH, Esq.
Professor of Chemistry, Mineralogy, and Geology.....	H. GIRAUD, M.D.

APPENDIX [B].

STAFF OF THE POONA COLLEGE ON 30TH APRIL 1856.

Principal ..... Major T. CANDY.
Professor of Mathematics and Natural Philosophy ..... Rev. JAMES MCDOUGALL.
Professor of English Literature. W. DRAPER, M.A.
Officiating Head Master, School Department ..... Rev. R. WALLACE.
Assistant Professor of Vernacular Literature ..... KRUSHNA SHASTREE CHIPLOONKUR.
Assistant Professor of Natural Philosophy, Vernacular .... KERU LUXOOMUN CHATRE.

SANSKRIT DEPARTMENT.

Professor of Law ..... NILKUNT SHASTREE BHUT.
Ditto Grammar ..... DHOND SHASTREE.
Ditto Logic ..... NURSIVH ACHARYA.
Ditto Rhetoric ..... NARAYEN SHASTREE.

APPENDIX [C].

MAP OF THE DEKKAN AND KONKUN, SHOWING THE PRINCIPAL GOVERNMENT SCHOOLS EXISTING ON 30TH APRIL 1856.

MAP
of the
DEKKAN AND KONKUN
Shewing the Principal Government
Schools existing on
30th April 1856.
Scale of 20 Miles to an inch.

APPENDIX [D].

MAP OF GUZERAT, SHOWING THE PRINCIPAL GOVERNMENT SCHOOLS EXISTING ON 30TH APRIL 1856.

MAP
of
GUZERATH

Shewing the Principal Government Schools existing on 30th April 1856.

Scale of 12 Miles to an Inch.

Lithographed by T. Rosario

APPENDIX [E].

REPORT OF THE EDUCATIONAL INSPECTOR, DEKKAN DIVISION, FOR 1855-56.

No. 950 OF 1856.

From Captain LESTER,
Acting Educational Inspector, Dekkan Division,

To E. I. HOWARD, Esq.,
Acting Director of Public Instruction, Bombay.

Dated Camp Poona, 27th December 1856.

SIR,—I have the honour to submit my Report of Educational operations in the Dekkan Division during the year 1855-56.

2. The Dekkan Division is one of the four great Educational fields into which this Presidency was divided on the formation of this Department under the Director of Public Instruction.

3. It is composed of the following Zillahs or Collectorates :—

1. Ahmednuggur, and Sub-Collectorate of Nassick.
2. Kandeish.
3. Poona.
4. Sattara.
5. Sholapore.
6. Belgaum.
7. Dharwar.

These are again sub-divided into three Districts, each under a Visitor of Schools.* The Sub-divisions are,—

1*st.*—*Ahmednuggur Sub-division*, comprising the Collectorates of Ahmednuggur, Kandeish, and the Sub-Collectorate of Nassick.

2*nd.*—*Poona Sub-division*, comprising the Collectorates of Poona, Sattara, and four Muratha Districts or Talookas of Sholapore.

3*rd.*—*Dharwar Sub-division*, comprising the Collectorates of Belgaum, Dharwar, and four Canarese Talookas of Sholapore.

4. Of this Division my Predecessor, Dr. Seaward, assumed charge in July 1855, and under him the following gentlemen were appointed Visitors of Schools:*—

Rao Saheb Bhaskur Damodhur.
Rao Saheb Mahadeo Govind Shastree.
Mr. F. P. Baker.

The two last-named gentlemen had been employed previously as Superintendents of Schools under the Board of Education.

5. Before entering on a review of the past year's operations, it may be useful and interesting to notice very briefly (1) the population and extent of this Division, and (2) the extent of Educational provision which existed at the close of the year 1854-55, soon after which the Department under its present system was organized.

6. The whole area of this Division is estimated at 60,571 square miles. The aggregate population of it, by the Census of 1851, is 6,053,336 souls. The population to the area would therefore be about 99·9 per square mile.

* These Officers are now designated "*Deputy Educational Inspectors.*"

The number of children receiving instruction in *Government* Schools at the close of the year 1854-55 was 10,671,* being about 1·7 to every 1,000 souls.

The number of Government Schools at that period was 175; of which 5 were English Schools, the rest Vernacular.

7. The students in the Poona College are not included in this account. It should be mentioned, however, that there were, in all Departments of this College, at the close of the year 1854-55, 502 students.

8. There were also a great number of children receiving instruction in Missionary, Indigenous, and private Schools. It is not known how many, but 27,000 or 28,000 would perhaps be a fair aggregate estimate; and this would give about 6·3 receiving instruction out of every 1,000 souls throughout the Division, whether in Government or other Schools, at the close of the year 1854-55.

9. I now turn to the year which is to form the subject of this Report,—the official year 1855-56.

It has not been one of great *palpable* results. It has been one more of reconnoitre and preparation. This is not to be regretted. It is absolutely necessary that we should know thoroughly our position, our resources, and our prospects, before we can determine how to act; and when we have begun to act, progress must be gradual, until experience has proved to us that our judgment has not been erroneous. Any undue haste at the beginning will involve us in difficulties, which it will not be so easy a matter to set right.

10. My Predecessor and his Deputies have therefore been engaged in preparing the way for future operations, by collecting statistical information while moving about

* Of these 350 were in English Schools.

their Districts; in establishing, where possible, new Schools; in inspecting those they found existing, Government and Indigenous, where practicable,—that is, where no objection was raised by the masters of such Schools to their doing so.

11. Accompanying this Report are 17 Tables,* prepared in accordance with the directions which have from time to time been received from you. Of these only 8 are complete; the remaining 9 calling for information regarding Schools and Establishments, &c. which either do not exist or are not under inspection.

12. The complete Tables are 2, 3, 6, 7, 9, 10, 12, and 17.

Table 2 relates to Government Schools of the higher class, teaching up to University entrance standard. In this table I have put all the English Schools.

Table 3 gives a full statistical account of all our Vernacular Schools, as they stood on 30th April 1856.

Table 6 contains an account of private Schools of the *lower* class. In this are included the Jagheerdar Schools.

Table 7 gives an account of the Candidate Class of Teachers established at Dharwar.

The Poona Normal School and Candidate Class, being in connection with the College, will, I presume, be reported on by the Poona College authorities.

Tables 9 and 10 are *abstracts* of Tables 2 and 3; the former being an abstract of attendance, and the latter of receipts and charges.

Table 12 is a progressive statement of attendance and cost of Education at each institution for the last five

* NOTE.—These Tables are embodied in the General Returns given elsewhere. The same is to be understood of all similar references made in the appended Reports.

years. There has been some difficulty in collecting this information, on account of the re-construction of Educational Sub-divisions on the formation of the present Department last year. The table explains itself, and seems to call for no further comment.

Table 17 is a general statement of amount expended by Government on Education during the year. Under the head of "General Establishments" are included the salaries of the Inspector and his Deputies, and their respective establishments. Under the column of Salaries is shown only the amount of *salaries*, while charges on account of batta and travelling allowances are placed under the column "Contingencies and Books." The total amount of expenditure shown in the last column of this Table, excepting that which represents the cost of General Establishments, agrees with the total amount shown in column 11 of Tables 2, 3, and 7.

13. The people of this part of the country are Murathas chiefly, professing the Hindoo religion. Murathee is the prevailing language; but in the southern part of the Division, that is in the Belgaum and Dharwar Collectorates, and in a part of the Sholapore Collectorate also, Canarese is spoken. In our Vernacular Schools, therefore, instruction is given through these languages. In the few Canarese Schools which we have, it must be remarked that Murathee also is employed as a medium of instruction; so that, in fact, the Murathee language may be regarded as the great prevailing language of Vernacular Education in this Dekkan Division.

14. The population generally may be described as

agricultural, though our Schools are not filled with the children of agriculturists, as they ought to be. The students in our Schools are chiefly Brahmins. For instance, in the Ahmednuggur Sub-division, out of 3,549 children in the Schools there were 1,925 who were Brahmins. A Brahmin may be an agriculturist, but the caste bears but a small proportion among the people who gain their livelihood by agriculture. The Brahmins in our schools are chiefly those who are not of the place. They come up, I believe, from the Konkun, and move about the Dekkan in bands, entering our Schools as poor scholars, and receiving instruction free of charge.

15. I now proceed to offer a few remarks on our English Schools; not because they are the first in importance, but because they come first in order in the series of Tables 1 to 17 which accompany this Report.

16. At the close of the official year 1855-56 we had five English Schools in this Division, under the Department; the same number, indeed, as there were at the close of the preceding year, 1854-55. There were, however, a few more children in them: instead of 350, we had 374 children at the close of this last year. We have lately had another English School added to our number,—the one at Poona, which was formerly a "Branch School" of the Poona College. But this does not come into the last year's account.

17. The Education given in these Schools is not of a very high order; nor can it be expected to be, seeing we have not a single European Master. Of the five Masters, one is a Portuguese, three are Brahmins, and one is of the Simpee or Tailor caste. A reference to Table 2 will show what a very expensive kind of Education it is. The

total annual cost of educating 374 boys is Rs. 7,739-6-6, of which Rs. 5,686-3-6 are borne by Government alone.

18. The salaries of five Masters amount in the aggregate to Rs. 5,040, and of two Assistant Masters Rs. 300 per annum; making a total of Rs. 5,340 annually on the gross cost.

19. Fees are levied from all students, except such as can produce certificates of poverty. These are admitted as free students. The rate of fee is not uniform, but varying from four annas to one rupee per head. The total amount received on this account is Rs. 1,898-4-0.

20. It may, perhaps, appear somewhat presumptuous in me to offer opinions regarding these Schools, considering the very short acquaintance I have had with their working; but there are some points connected with these Schools which present themselves, and which I think right and proper to notice. The question forces itself on our attention,—Is the education given in these Schools worth what is paid for it? For instance, is it right that, to educate 74 boys (the average attendance of which is only 64), there should be a cost to the State of Rs. 2,633-4-0,* being at the rate of Rs. 41-2-4 per each boy to Government? The masters are unequally paid, as will be seen by the following abstract from Table 2:—

			Rs.	Rs.
Sattara English School	100	Master	1,200	1,380
		Assist. do...	180	
Ahmednuggur ditto	64	Master	2,400	2,580
		Assist. do...	180	
Dharwar ditto	46	Master	240	240
Dhoolia ditto	68	Master	600	600
Sholapore ditto	40	Master	600	600

* Vide Col. 11, Table 2, Ahmednuggur School.

Here it will be observed that in the Ahmednuggur School 64 boys are taught by two masters, who are paid between them Rs. 215 monthly. In the Dhoolia School 68 boys are taught by one master, who receives Rs. 50 a month.

21. I am of opinion that the whole of our English Schools require revising and re-organizing. I believe that the same education would be quite as well given in English classes attached to each Zillah School, at a very much less cost. When the work of classification of our Vernacular Schools is commenced, this subject might be considered. There are seven Zillahs in this Division. There would therefore be as many Zillah Schools; and an English class in each of these would, I think, be found to be far more valuable than our five or six costly English Schools.

22. I would not, however, entirely do away with English Schools. I think three good English Schools—one in each Sub-division, and each under a trained European Master—would be far more satisfactory, and would ensure a decidedly more valuable education than what is now given in our English Schools. These proposed English Schools might very well be in connection with the Poona College, in which latter institution young men could complete their English education.

23. I now come to the most important subject of this Report,—Vernacular Education; and for a full detailed statistical account of the Vernacular Schools in this Division I beg to refer you to Table 3 in the Appendix.

24. At the close of the year under report (1855-56) there were in this Division 208 Government Vernacular Schools, in which the total attendance was 13,410 children. By referring to para. 6 it will be seen, that at the close of the preceding official year there were 170 Vernacular

(Government) Schools, and 10,321 children receiving instruction in them. We have, therefore, an increase of 38 Schools, and 3,236 children. I may here observe, that during the present official year a great many more Vernacular Schools have been established, altogether 132; so that at this present moment there are 340 Government Vernacular Schools in this Division.

25. The following Table will show the number of Schools and Scholars, and the aggregate cost of Vernacular Education in the three Sub-divisions :—

Vernacular Schools.	Scholars.	Total Cost.	Cost to Government.	Total Cost of Educating each Pupil.	Cost to Government of Educating each Pupil.	Sub-Division.
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
44	3,546	11,850 9 9	9,726 14 1	3 5 6	2 11 10	Ahmednuggur
129	6,630	20,366 12 6	17,008 8 0	3 0 11	2 8 2	Poona.
35	3,234	9,742 6 10	7,194 8 10	3 0 2	2 3 10	Dharwar.
208	13,410	41,959 13 1	33,929 14 11	....	....	.....

26. As yet we have done nothing in classifying our Schools. It was the desire of your Predecessor that there should be four grades or classes of school; namely, 1st, The Zillah School; 2nd, The Talooka School; 3rd, The Town School; and 4th, The Village School. At present all our Schools may be ranked as village or primary. Some of these are very much better than others; and when we begin to map out the country into Educational circles we shall not find any difficulty in converting some of the best of these at once into Talooka Schools.

27. Our Vernacular Schools may then be divided into—

1, Primary Schools for boys.

2, Ditto ditto for girls.

3, Ditto ditto for low-caste children

The Murathee language is the chief medium of Vernacular instruction, but we have also Hindustanee Schools and Canarese Schools.

28. We have as yet no Industrial Schools in this Division.

29. None of our Schools have yet been established on the system of the Rules for Grants-in-aid, lately published by Government. They are either wholly supported by Government, or are partially self-supporting and partially supported by Government. In May 1854 the Board of Education issued a Notification, in which they endeavoured to encourage a desire for Education by promising support to the inhabitants of any village applying for a School, and who showed their anxiety to have a School established by promising themselves to bear one-half of the expense, the remaining half being given by the Board. But this plan has not succeeded. It has had two years' trial, and it is now time that it should be abolished. It has not been cordially accepted by the people; and in the few instances where it has been the people have not in many cases acted up to their agreements, and there are complaints coming in from all parts of this Division that the people will not pay their moiety of the Master's salary. I have been inquiring into the subject since I received charge of this office, and I hope shortly to report in some detail upon it, but at present I am not in a position to do more than just allude to the subject. To show, however, how few villages have accepted the terms of the Board's Notification, I may mention that there are but 60 Schools out of the 208 which are established on the partially self-supporting system. The rest are nearly wholly supported by Government.

30. Of the children who attend our Schools, nearly

one-half are Brahmins. The other sources from which our students are supplied are chiefly the following: Sonars, Shoodras, Simpees, Purbhus, Goozurs, and Mussulmen. There are, of course, a great many other castes who send their children to our Schools. The Brahmin children are decidedly superior to the rest in point of general intelligence and quickness. They all show, but particularly the Brahmin children, a great turn for mathematics and general accounts. The Brahmins show also a great desire for the knowledge of English, with which some of them become very fairly acquainted.

31. As a general rule, every boy pays a monthly fee of one anna. In a few Schools, however, as much as two and four annas are paid. A boy is admitted as a free scholar on production of a certificate of poverty signed by any respectable people. I think that it will be advisable to alter this rule a little, and limit our free students to a certain percentage on the whole number of students in each School. The vacancies occurring from time to time among free students could be filled up from *Oomedwars* presenting themselves for examination, the choice being given to those who best acquitted themselves at the examination.

32. The age at which children commence attending our Schools is at about five years. We have but very few who come at an earlier age than that, and the maximum age at which they remain is about sixteen years. The average length of time during which a child remains at School is five years.

33. The children are taught by Masters, Assistant Masters, and Monitors or Pupil Teachers. The two former generally receive their salaries from Government, the latter are paid from the fee collections. The

Masters and Assistant Masters are for the most part Brahmins. The total number in Vernacular Schools is 248, of whom—

224	are	Brahmins.
8	„	Mussulmen.
7	„	Lingayet.
3	„	Murathas.
1	„	Malee.
1	„	Simpee.
1	„	Rajpoot.
1	„	Bhoree.
1	„	Sindha.
1	„	Kshetra.
248		

These men have, for the most part, received their education in Government Vernacular Schools, in Normal Schools, in Candidate Teachers' Classes, and a few in their own Indigenous Schools.

34. As a whole, they may be regarded as a most incompetent set of teachers. My own experience of their capabilities has not yet, of course, been very great; but the few Schools which I have had opportunities of inspecting have shown me that the estimate which has been formed of them, by those of ample experience, is pretty correct. And there cannot, I think, be a doubt, that until we have a better set of teachers, there will be very little real use in rapidly extending our Vernacular Schools. What we want now is more Normal Schools and Candidate Teachers' Classes.

35. I may here quote, perhaps, the opinions of some of the visitors regarding the abilities and powers of the Mas-

ters of our Vernacular Schools. Mr. Bhasker Damodhur says that "teachers generally are an uneducated, or half-"educated, set of men, except a few who have received "their education at the Bombay and Poona Normal "Classes." Mr. Baker remarks: "Before any very effi-"cient system can overspread the country, the character "of Schoolmasters generally must undergo a great "improvement."

36. The salaries of Masters vary from 10 to 30 Rupees a month. There are but few, however, who receive so large a salary as the last-named sum; and the average amount of salary to a Master of our Vernacular Schools is about 12½ Rupees. An Assistant Master's is from 5 to 8 Rupees, and a Monitor's from 1 to 4 Rupees a month.

37. Vernacular Schools are generally divided into from 5 to 7 Classes. A list of books in use in our Schools will be found in the Appendix. Regarding these I need not say more than that many of them have not been found well suited for School purposes; and a Committee has lately been formed, or is about to be formed, to inquire into this subject, with a view to revising and improving the present series of Vernacular School-books.

38. Table 6 contains some statistics in regard to private Schools of the lower class. There are but four of this kind which are open to Government inspection; these are Schools in Jagheer villages in the Sattara Collectorate. They have all been but recently established. No portion of the expense of these schools is charged to Government; the whole is borne by the Jagheerdars. The general conduct of the School is left to this Department, *i. e.* the Masters are appointed by us, and examinations are held and prizes distributed under our direction. For further de-

tails regarding these Schools, I beg to refer you to the Table 6.

39. There are three Schools established for training Masters for Vernacular Schools, namely a Normal School and a class for Candidate Teachers at Poona. These are immediately in connection with the College. The former is for training Masters for our superior Schools; and the latter, Masters for our inferior or primary Schools. Full reports regarding them will, doubtless, be submitted by the authorities in the Poona College. The third School is at Dharwar,* and is immediately under the direction of the Educational Inspector or his Deputy. It was opened only about a month before the close of the official year under report. The number of students in it is limited to ten. These are all stipendiary, receiving each three Rupees per mensem. In consequence of the great demand for Masters for the Schools which had been established in the Dharwar Sub-division, Mr. Baker was obliged to send out, a few months after the opening of this Class, all the young men in it, and place them at once in charge of Schools. These young men were not by any means fully competent, but they were better than any others that could be found, and they were accordingly at once employed.

40. This will show, also, how very desirable it is to increase our Training Schools for Masters. If the net-work of Schools is to be so extensive as that there shall be one Primary School for every two thousand inhabitants, we must do something at once to prepare Masters for them. A step in the right direction has lately been taken by sanction having been given to augmenting the two Candidate Teachers' Classes at Poona and Dharwar from ten

* For a statistical account of this class vide Table 7.

to twenty students, and by establishing a class of ten students at Ahmednuggur. But we shall require more than these.

41. Table 9 is an abstract of attendance at the Schools. It explains itself.

Tables 10 and 17 relate to the accounts of this Division. Table 10 is an abstract of Tables 2 and 3; the figures under the head of receipts being abstracted from column 18 of those two Tables, and those under the head of charges being taken from column 21 of the same Tables. The items of receipts and charges for *special Education* in the Dharwar Sub-division are taken from columns 18 and 21 of Table 7.

42. From this Table it will be seen that the total receipts, in superior and inferior Schools (that is, in the English, Vernacular, and Training Institutions), amounted to Rs. 52,849-3-1, while the charges on those receipts amounted to Rs. 50,422-11-1. The excess of receipts over charges, therefore, is Rs. 2,426-8-0.

43.* While Table 10 contains abstracts from columns 18 and 21 of Tables 2, 3, and 7, Table 17 contains abstracts from column 11 of those three Tables, excepting the details under the head of "General Establishments." Table 17 shows exactly what has been *expended by Government* on every account. Table 10 the total expenditure *on account of Schools only.*

44. The totals in Table 17 (excepting that under the head of "General Establishments") agree with the totals in column 11 of the first eight Tables, or rather with those of them which are complete, namely, 2, 3, and 7.* Table 17,

* Table 6 is of course not included, although a complete Table, because there are no charges *on Government* in it.

therefore, is that Table by which we ascertain the total amount expended *by Government* on education in this Division. The following abstract will show in detail what has been expended, both by Government and from other sources, in this Division during the official year 1855-56:—

Date of Expenditure.	Amount.			Remarks.
	Rs.	a.	p.	
By Government, General Establishments.....	21,369	14	7	Vide Table 17.
Ditto Schools.....	39,675	3	8	Vide Table 17.
From other sources, Schools .	10,747	7	5	Deduct column 11. of Tables 2, 3, & 7, from column 21 of the same Tables.
Grand Total of Expenditure.	71,792	9	8	

45. Table 12 is a progressive statement of attendance and cost of education. This is the only Table in which, I fear, the information is not very reliable or correct. Every endeavour has been made to make it as correct as possible. Time does not permit me again to make a reference to every School regarding which the details are doubtful or incomplete. This Report has been delayed, through various untoward causes, so much, that I trust this Table, as it now stands, may, for this occasion, be considered sufficient.

46. There has been no increase to the number of Native General Libraries during the year. Libraries are now established at the stations marginally noted. Reports of those at Sholapore, Belgaum, Sattara, and Nassick, will be found in the Appendix. The reports of the Sholapore and Sattara

Poona.
Sholapore.
Belgaum.
Ahmednuggur.
Sattara.
Nassick.

Libraries are satisfactory. Those of the Nassick and Belgaum Libraries rather less so. No reports of the Libraries at Poona and Ahmednuggur have been received.

47. A report of the Native Library at Kolapore will also be found in the Appendix. It appears to have been established about four years, and to be in a very flourishing condition. This library is not among those mentioned in the last Report of the Board of Education. It was probably not thought necessary to do so, as the Kolapore State was not one, I believe, with which they had immediately to do.

48. Appended also is a Report of the Reading Room (Native) which was established at Dharwar in the early part of 1855. The Report brings up the account of this institution to the 27th of December 1855.

49. Books for the use of our Vernacular Schools are supplied from the several Book Depositories in this Division. The Book Depositories are at the following places: Ahmednuggur, Dhoolia, Sattara, Sholapore, Dharwar, and Belgaum. Books for the use of our Canarese Schools are occasionally received from Bangalore.

50. While doing our best in establishing Schools, and encouraging education generally, it is instructive to watch what is being done by the people themselves in these respects, and to know also the feelings with which they regard our work. There are a great number of children who receive instruction in the Indigenous Vernacular Schools of the country. In a Return which will be found in the Appendix it will be seen that there are 1,194 Indigenous Schools in this Division, in which 25,149 children are receiving instruction, and that the total amount of fees collected in these Schools is Rs. 46,849-2-0. An Indigenous

School, therefore, contains on an average about 21 scholars, and the amount of remuneration which a Master of one of these Schools generally receives is between 39 and 40 rupees a year.

51. It would appear, then, that while a fee generally of one anna is paid by each boy in the Government Vernacular Schools, the boys in Indigenous Schools pay each about 2 annas and 5 or 6 pies monthly.

52. But the Masters of Indigenous Schools are not dependent alone upon these fees. They receive from time to time presents in kind, as well as in money, from the parents of the children, so that in this way their income is about equal to the income received on an average by the Masters of the Government Vernacular Schools.

53. It will not be any wonder, therefore, if this large body of Indigenous Schoolmasters should regard with some jealousy the establishment of Government Schools, and if in many places they should exert their influence (which is, on the whole, weighty) with the people in opposing our endeavours to establish them.

54. The effect of a Government School being established in a village where an Indigenous school exists appears to be varied. In the Dharwar Sub-division, Mr. Baker states, "wherever a School under Government "support makes its appearance, Indigenous Schools in the "neighbourhood become speedily deserted, and their "numbers reduced." This is not found to be the case in the Ahmednuggur Sub-division. The Visitor reports: "Even "at those places in which there are Government Schools, "many children go to private Schools, and, what is still "more curious, they pay much greater fees than they "would have to pay if they attended Government Schools.

" For instance, in Nuggur, there are three well-organized " Government Schools, in which the rate of fee is, as usual, " one anna per mensem, yet the Indigenous Schools in that " city number upwards of thirty, and the rates of fees in " those schools vary from two to four annas, being occasion- " ally higher still."

55. The amount of instruction given in these Indigenous Schools is very small and very imperfect. It cannot be otherwise. The Masters are a poor, illiterate set of men, who are, perhaps, only Schoolmasters because their fathers and their grandfathers were before them, and what they teach is only what has been taught them by their forefathers. My own experience among them has not yet, of course, been very great. I would rather, therefore, refer you to the Reports of the Visitors, who have had some experience in this Division, for opinions on Indigenous Schools and Schoolmasters.

56. The question has been asked, Can we not employ any of these men as Masters in our Schools? I fear not, though, perhaps, a few may be found out of the many who might be able to carry on the duties of Assistant Masters; but as a whole they are an ill-educated set of men. The only argument at all in favour of employing them is, that we should thereby counteract the opposition which they will naturally endeavour to raise against us in establishing our Schools. While some of the best of them might at once receive appointments as Assistant Masters, probably we should find many others who would be willing to enter as students in our Candidate Teachers' classes, and, after a six months' course of study and instruction in the art of teaching, they might be drafted off as Assistant Masters in our Vernacular Schools.

57. Besides the Indigenous Schools, there are a great

many Missionary Schools in this Division. I regret exceedingly that information regarding them is very imperfect. Our Missionaries are valuable and able coadjutors in our Educational work, and their labours deserve much honourable notice. There are several Missionary Associations who have Schools in this Division.

1. The Church of England Mission has Schools at Nassick and Ahmednuggur.

2. The Free Church of Scotland Mission has Schools at Sattara and Poona.

3. The London Missionary Society has Schools in the Belgaum and Dharwar Collectorates.

4. The German and the American Missionaries have established Schools in the Sattara, Belgaum, and Dharwar Collectorates.

58. Many of these Schools are open to inspection. Some of the Missionaries have applied for Grants-in-aid, namely, the Missionaries of the Free Church of Scotland at Poona and Sattara, and those of the Church of England at Nassick.

59. The Schools of the Free Church of Scotland at Poona are the only Schools which I have as yet had an opportunity of inspecting. I was very much pleased with these. There are a great number of them at Poona, and the aggregate number of children receiving instruction in them is between 1,100 and 1,200. "Considerably more than a third of these are Brahmins; Murathas and Kunbees constitute about a sixth; Mussulmans about an eighth; Telingees, and other castes from the south of India, nearly as many; the rest being made up from Sonars, Parbhus, and Mahars."*

* Report of the Free Church Mission at Poona, for the year 1855.

60. These schools are divided into English and Vernacular departments. In the English Institution there were, in the year 1855, 271 pupils. None of these pay any fee, "because the very great majority of the pupils of the "Poona College receive gratuitous education, and in such a "matter it is hardly possible for us to take a step in "advance of the Government system."

61. The Murathee Schools, also of the Scotch Missionaries at Poona, are for the most part in a very flourishing condition. In the same Report from which I have quoted in the two preceding paragraphs, the Missionaries make the remark that "Poona stands almost alone in the "facility with which a high Vernacular Education can be "imparted." They add, that "at a recent examination of "our schools by the Rev. Dr. Duff, this feature evidently "struck him with pleasing surprise. In fact, we can and do "communicate as thorough an education in our Vernacular "Schools as in our English Institutions."

62. I trust the next Annual Report from this Division will give a more detailed account of the very interesting and important share which our Missionaries are taking in the education of the people.

63. In bringing this Report of the Educational operations in this Division to a conclusion, I must express my regret at its very many imperfections. It has been prepared under considerable difficulties. For a more detailed account of the work of the Visitors I beg to refer you to their respective Reports, which are now forwarded in original. They contain a great deal of interesting matter, and have been carefully prepared. These gentlemen are unanimous in acknowledging the kind and cordial co-operation and assistance which they have at all times

received from the Revenue, Judicial, Political, Medical, and Military Officers with whom they have come in contact, and I have no doubt that my Predecessor also would have borne a very willing and grateful testimony to the same effect.

64. I have not ventured to offer many suggestions in view to amending felt defects in our present system of operations. There cannot be a doubt, I think, that our present series of Vernacular School-books require revision and extension; that we want also more and better trained teachers, and to that end more Normal Schools and Classes. But, above all, that which requires more immediate attention is the devising of some better system than that which obtains under the Board's Notification of May 1854 for establishing Vernacular Schools. The "partially self-supporting system," as it is called, does not succeed; something better must be adopted; for I presume it is not the intention of Government to bear nearly the whole financial burden of a great Educational scheme which purposes to cover the land with Schools. The work has only just commenced, and the first year's results show that in one of the four great Divisions of this Presidency there are 208 Vernacular and 5 English Schools, in which only 13,784 children are receiving instruction, out of a total population of 5,904,723 souls; that the total cost of educating these is Rs. 50,422-11-1 per annum, of which Rs. 39,675-3-8 (nearly 4-5ths) are paid by Government alone, exclusive of the charge on them of general establishments. I believe it is in contemplation to apply to the Legislature for an enactment for the purpose of levying a rate upon the people expressly for the establishment and support of Schools. Such an Act, if passed, will at once meet the present difficulty; it is decidedly required.

65. Finally, there are three classes of Schools, the number of which, I think, it should be our earnest endeavour to increase. The first are Female Schools. While we are establishing Schools for the male portion of our population we have done but little as yet for the female portion of it. We have but one Female School in this Division. There are three others at Poona. These are more private Schools than Government. They have been established by a few philanthropic young men residing at that place. They are popular and well attended, are open to Government inspection, and receive some aid from the Dukshina Prize Fund. A Female School (under private management, though we have been invited to inspect it) has been established at Dharwar, through the influence of a Native gentleman, the late Luximon Shreeput Nagpoorkur. A report of this School will be found in the Appendix. The prejudices which have for so many years existed against female education are now fast disappearing under the influences of a more enlightened reason; and when we see Native gentlemen exerting themselves in this matter, it is time that we too should in no way be behind hand. I believe there will be no more difficulty found in establishing female schools than there is in those for boys. The female children are fully as intelligent and quick in receiving instruction as boys, and they evince a real delight and pleasure in learning, which is not, I think, usual with children generally.

66. Next to these in importance are Schools for Low-Caste children. As yet we have but two of this kind in this Division. Some difficulty is found in establishing these, in consequence of the unwillingness of men to undertake the duty of instruction. The Government Low-Caste School at Vinchoor is an instance of this. Two young

men in succession resigned the charge of this School, almost immediately after receiving it, through fear of excommunication from caste. A Mahomedan Master was at length induced to take the School. It is hoped, however, that these prejudices will by degrees be overcome.

67. The third and last class of Schools which I think we should endeavour to establish are Industrial Schools. We have not one School of this kind in this Division; and there is ample room for at least one. I do not see why we should not have such a School as the Government School of Industry at Jubbulpore.

68. Such are the few subjects which have suggested themselves as worthy of consideration while carrying on our Educational work. I shall be happy to give to such of them as require further and more detailed exposition my best attention, and will report more fully on them, from time to time, as occasion may require.

I have the honour to be,
Sir,
Your most obedient Servant,
J. F. LESTER, Captain,
Acting Educational Inspector, Deccan Division.

Camp, Poona, 27th December 1856.

APPENDIX [F].

REPORT OF THE EDUCATIONAL INSPECTOR, GUZERAT DIVISION, FOR 1855-56.

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No. 1398 OF 1856.

From T. C. HOPE, Esq.,
Educational Inspector, Guzerat Division,

To E. I. HOWARD, Esq.,
Director of Public Instruction.

Camp Bhownuggur, October 25th, 1856.

SIR,—I have the honour to submit a Report on the state and progress of Education in the Guzerat Division during the official year 1855-56, together with the 101 returns and statements which are specified in the margin.

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2. The Guzerat Division is composed of the four Collectorates and five Political Districts noted in the margin. The charge of the former devolved on me upon the abolition of the office of Superintendent of Schools, 2nd Division, by my appointment in May 1855. The latter were placed under my supervision in October of the same year.

No.	Names.	Area sqr. Miles.	Population.
1	Surat Collectorate	1,548	496,744
2	Broach ditto	1,351	290,984
3	Kaira ditto	1,375	580,631
4	Ahmedabad ditto	4,437	658,569
5	Kattyawar Agency	20,000	1,475,685
6	Palhunpoor Superintendency	6,041	321,645
7	Mahee Kanta Agency	5,000	311,046
8	Rewa Kanta ditto	15,136	500,782
9	Surat ditto	Unknown	47,000
		54,888	4,683,086

3. On June 2nd, 1855, Mr. Graham, the head Master of the English School at Surat, and Rao Saheb Pranlal Mathuradass, were appointed Visitors of Schools, the former in the Surat and Broach Collectorates (retaining his School duties also), the latter in those of Kaira and Ahmedabad. Mr. Graham soon afterwards was obliged, by ill health, to resign his visitorship, and was succeeded in it by Mr. Mohunlal Runchodass. Their salaries were fixed at Rs. 150 per mensem, with batta at the rate of Rs. 3 per diem while actually travelling. Upon Kattyawar being included in the Division, Rao Saheb Bhogilal Pranwulubhdass, who had previously been Superintendent of Schools there, was allowed to retain his former designation and his salary of Rs. 250 per mensem, but was placed on the same Departmental footing as the Visitors of Schools. The direct management of Schools in the remaining Political Districts was allowed to remain, as before, under the Political officers, pending the discussion of more definite arrangements.

Appointment of Executive Staff.

4. As this will be the first Report relating to my Division submitted since the introduction of the new Educational system, I shall preface my observations on the state and progress of Education during the past year by a brief summary of its history during the period which has elapsed since measures were first adopted for its promotion. Vernacular Education in the four Collectorates above mentioned, which formerly constituted the 2nd Educational Division, will be treated of first, and then English Education in the same District. Finally, the general measures adopted in the different Political Divisions will be brought under review.

Introductory to the history of past measures.

5. The first measure for the promotion of Vernacular Education in Guzerat which is on record, is the establishment, in 1826, of ten District Schools under Masters who had been trained in the School of the Native Education Society at Bombay. The expense of these Schools was defrayed by Government, and they were placed under the immediate superintendence of the Collectors. These Officers from time to time made reports to the Native Education Society on the progress of the Scholars, who were, moreover, occasionally examined by the head Inspector under the control of the Society.

Vernacular Education in the 2nd Division, 1826 to 1832.

Surat	3
Ahmedabad	2
Dholka	1
Broach	2
Kaira	1
Neriad	1

6. In 1832 the Native Education Society relinquished all executive connection with the District Schools, and its head Inspector was placed under the orders of the principal Collector of Surat. The effects of this measure appear to have been most pernicious. The Collectors regarded the Schools as of trivial importance, and neither took pains to remove the indifference of the people with regard to them, nor gave any instructions for the guidance of the Inspector. The latter persevered, indeed, in visiting the Schools, and applying to the Collectors for books and necessaries; but his applications were disregarded, and the Masters, finding that he had no power over them, obeyed or neglected his instructions according to their inclination.

Same subject, 1832 to 1840.

7. From this time till the constitution of the Board of Education in 1840, the number of District Schools was

occasionally increased, but, owing to the incapacity of the Masters, and the want of School-books and efficient superintendence, their state appears to have been extremely unsatisfactory.

8. In 1841 the Schools had increased to 27, containing 1,469 scholars, educated at a cost of Rs. 6,826 per annum. They were, however, found by the Board of Education to be, in common with the other Schools in the Presidency, so inefficient as to call for extensive alterations in the system of internal management and superintendence.

Collectorates.	Schools.	Scholars.	Cost.
			Rs.
Surat.....	14	866	3,740
Kaira	7	308	1,619
Ahmedabad.	6	295	1,467
	27	1,469	6,826

Measures adopted by the Board of Education.

9. The Schools in the Presidency were accordingly ranged in three Divisions, and an Officer, designated Superintendent of Schools, was placed in charge of each, the former Native Inspector being retained as his Assistant. A complete set of Rules and Regulations was also promulgated, specifying the duties of the Superintendents and Masters, and the terms on which new Schools were to be established.

10. These Rules provided for the examination of every School once a year by the Superintendent, and for the transmission to him of periodical returns. The pay of Masters was fixed in proportion to the number of pupils in their Schools, and persons desirous of entering the Department were subjected to a prescribed examination. It was directed that the Schools should be conducted according to the Lancasterian system, and a fee of one anna per mensem exacted from each scholar. Finally,

new Schools might be established at the expense of Government in any towns with a population of not less than 2,000, the inhabitants of which were willing to provide, furnish, and afterwards keep in repair, a School-house of certain dimensions.

State of the Schools, 1841 to 1845.

11. The post of Superintendent of the 2nd Division, comprising Guzerat and the Northern Konkun, was held till 1845 by one of the Professors of the Elphinstone Institution, who was temporarily relieved of his ordinary duties while making his annual tour. The Inspector accompanied him on these occasions, and travelled about alone during the rest of the year.

12. The Superintendent's Report for the year 1842 describes the prospects of Education as almost hopeless.. The majority of the people showed no wish to acquire even the rudiments of knowledge, the intelligent few sought only to learn the Native system of mental arithmetic, and the small amount of reading and writing without which Government employment could not be obtained. Of the boys in the Schools only 10 per cent. knew the Rule of Three, and 3 per cent. had advanced as far as Decimals. Beyond mere reading, writing, and cyphering, the only subject studied was Geography, a meagre and inaccurate treatise on which was committed to memory by 7½ per cent. of the pupils. Regarding the attendance, it is enough to say that it was considered regular when absence without leave was not prolonged beyond a fortnight or a month at a time. The generality of Masters knew nothing beyond their own language. A few, stimulated by the hope of reward, pretended to teach Algebra and Grammar; but they learned such subjects in the words of the books, and being them-

selves unconvinced of the intrinsic value of a knowledge of them, they took no pains to urge their study upon others.

13. In 1845, Professor Harkness, of the Elphinstone Institution, resigned the duties of Superintendent, which were then entrusted to Mr. Green, the head Master of an English School at Surat, the establishment of which will be noticed below. Between 1841 and 1845 the number of Schools remained about the same as before, and that of the Scholars in some years slightly decreased, owing to the introduction of the fee system. The inefficiency of the Schools does not seem to have materially diminished during the same period, but clearer views regarding the causes to which it was attributable were gradually arrived at. While, on the one hand, those hopes were dissipated which had been entertained regarding the aid to be expected from Local Committees and influential Natives, it was recognised, on the other, that the incompetency of the Masters, and not the indifference of the people, was the real cause of failure.

Establishment of a Normal School at Bombay.

14. To remedy this evil, which was not confined to Guzerat, a Normal School, in connection with the Bombay Elphinstone Institution, was established in 1845. The Scholars received a stipend of Rs. 5 per mensem, and lived together in one house under the immediate supervision of a Native Assistant Professor, Bal Gungadhur Shastree. Ten of them were from Guzerat. Had this School been persevered in up to the present time, the advantage would have been very great, for not only would the Masters of existing Schools have been much superior to what they now are, but there would have been a supply to meet the present extended demand. The

death of Bal Shastree, however, together with subsequent difficulties in obtaining and supervising scholars, appeared to the Board to justify its abolition in 1848, since which time no attempt has been made at the Presidency to train Vernacular Masters for the Mofussil.

State of the Schools, 1845 to 1850.

15. Between 1845 and 1850 eleven new Schools were established, and their state was in some measure improved by the introduction of new Class-books, and, more than all, by the appointment of better masters. Mr. Graham, who succeeded Mr. Green in 1850, was consequently able to range the masters in three classes, of which the last only contained men entirely incapable.

State of the Schools, 1850 to 1855.

16. From 1850 up to May 1855, when the new system was introduced, the number of Boys' Schools continued about the same as before, but two Female Schools, founded at Ahmedabad by Rao Bahadoor Muggunbhai Kurrumchund, were placed under Government superintendence. Until May 1854 the Superintendent was precluded by want of funds from opening new Schools. His exertions were therefore directed to the improvement of the existing ones, and obtained a fair measure of success. Vacancies were filled up by the appointment of young men educated in the English and superior Government Vernacular Schools; but it is worthy of remark that the former were found to be inferior in knowledge of their own language to the men who had been trained in the old Normal School at Bombay.

17. Before quitting the subject of Vernacular Education in the 2nd Division it may be mentioned that, on the annual grant to the Board of Education being increased in 1854, it was notified (May 16th) that if the inhabitants of any place would agree to provide a School-house, and contribute the whole of the contingent expenses and half of the Master's salary, the Board would contribute the remaining half of the salary and establish a Government School. At that time, however, no towns in Guzerat came forward to claim Schools on these terms. Moreover, in anticipation of an increased demand for Masters, a Normal Class of 13 scholars was opened at Surat in September 1854. The Board of Education considered that, if Guzerathee alone were the medium of instruction, the scholars would be prevented, by want of Vernacular books, from treading the higher paths of literature and science, and it was consequently decided that these persons who were destined for Vernacular Masterships, on Rs. 15 to Rs. 40 per mensem, should be English scholars, and receive a mathematical and scientific education of the highest order.

Measures consequent on the increase of the Educational Grant.

18. The Government of India having, in 1840, directed the establishment of an English School at either Surat or Ahmedabad, the Board of Education opened one at the former place in January 1842. In May of the same year Mr. Green was appointed head Master, and under his care, and subsequently that of Mr. Graham, it has gradually increased, until, in May 1845, it contained 379 pupils, a number larger than that of any other English School in the Mofussil. The inhabitants of Ahmedabad

English Education in the 2nd Division.

having raised about Rs. 3,000 for building a School-house, an English School was opened there in January 1845. It was not till November 1853, however, that, by the appointment of Mr. Curtis, it obtained the advantage of a European teacher. In May 1855 it contained 164 pupils. The Broach English School was opened in March 1850, in a new School-house, towards the cost of which Rs. 2,000 had been contributed by the people. The head Master has hitherto been a Native, and the number of his scholars, which has rarely exceeded 80, amounted to 58 in May 1855.

Progress of Education, 1826 to 1855.

19. The progress of Education in the 2nd Division, from the year 1826 down to the introduction of the new system in 1855, can readily be perceived from the accompanying Table. The figures given are, however, only an approximation to the exact truth, as the returns from which they were extracted are not always for the same period of the year.

Years.	English.		Vernacular.		Total.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
1826	None.		10	Unknown.	10	..
1838	..	..	27	1,538	27	1,538
1839	..	..	27	1,055	27	1,055
1840	..	..	27	1,519	27	1,519
1841	..	..	27	1,469	27	1,469
1842	1	35	26	1,537	27	1,572
1844	1	100	26	1,873	27	1,973
1847-48	2	396	28	2,002	30	2,398
1848-49	3	429	33	2,454	36	2,883
1849-50	3	456	37	2,494	40	2,950
1850-51	3	545	36	2,645	39	3,180
1851-52	3	545	37	2,897	40	3,442
1852-53	3	562	36	3,212	39	3,773
1853-54	3	592	36	3,497	39	4,089
1854-55	3	605	36	3,564	39	4,169

20. A School with two Vernacular Masters had existed at Rajkote for many years previous to 1846; but it appears that, although educated at Bombay, they were very inferior, and failed to produce much impression on the people. The Political Agent, Mr. Malet, had, however, been for a long time endeavouring to induce the chiefs to combine for the establishment of a system of education which might gradually effect the amelioration of the Province, and his efforts were at length crowned with success.

Education in Kattyawar.

20 A. In 1846 a great number of the Chiefs consented to contribute to a general Educational Fund at the rate of one per cent. on their annual tribute, and to this was added the interest of a lakh of rupees, which sum Government consented to transfer from the Infanticide Fund, the surplus of which had become very large. The Court of Directors, moreover, were urged to sanction a grant of one per cent. from the British tribute. It was calculated that the annual income thus raised would amount to Rs. 26,000, and that, in addition, contributions would ere long be received from the remaining Chiefs, including the Guicowar. The proposition of relinquishing one per cent. of the British tribute was not, however, favourably received by the Honorable Court, and, as the contributions of the Chiefs had been promised only on the understanding that it would be agreed to, it consequently became necessary to form an entirely new scheme.

Same subject. Funds; 1st plan.

21. To this Lieutenant Colonel Lang, who had succeeded Mr. Malet in May 1846, energetically addressed himself; but it was not until 1852 that a number of Chiefs agreed to make to an Educational Fund

Same subject. Funds; 2nd plan.

contributions which, together with Rs. 5,000 as interest of the lakh of rupees above alluded to, amounted to nearly Rs. 12,000 per annum. This Fund was placed by Government under the joint control of the Board of Education, and a Committee, composed of the Political Agent, his Assistant, and the Agents of the principal Chiefs. The income of the Fund subsequently suffered a loss of Rupees 1,000 by the conversion of the 5 per Cent. Loan, but its management continued as thus settled up to the close of the Board's administration in May 1855.

Same subject. Educational Scheme.

22. Between 1847 and 1852 much correspondence passed between Government and the Board of Education on the one hand and Lieutenant Colonel Lang and his First Assistant, Major Aston, on the other, and there was considerable difference of opinion regarding the future educational policy. The Board, with whom Government in the main coincided, recommended one first class Institution at Rajkote, and it at one time proposed for this Institution an establishment of European and Native teachers, which would have cost Rs. 1,500 per mensem. The local Officers, on the contrary, desired to give a complete Guzerathee education, and a tolerable English one, in a central School under Native superintendence, and also to establish Vernacular Schools in all the principal States. None of the Chiefs, they stated, were willing to subscribe to a central Institution alone, because parents at a distance would not be willing to send their children to be educated in it. They also thought that, unless the Chiefs had ocular demonstration of the advantages of Education, and a fair share of those advantages within their own jurisdictions, they would not willingly continue their contributions, or take a permanent interest in the subject.

23. Ultimately, the opinion of the local Officers was deferred to on this point, as well as on that of the selection of a European Officer to preside over the Central School, which would, they said, involve a greater expense than the Fund could well bear. Bhogilal Pranwulubhdass, the most experienced Native whose services the Board could procure, was therefore appointed Superintendent of the Schools in the Districts, and head Master of the Central Anglo-Vernacular School, which he opened at Rajkote in October 1853. Five District Vernacular Schools were also established in 1853-54, and four more in 1854-55. Six small Vernacular Schools, moreover, were opened by tutors who had recently been appointed by Colonel Lang to instruct some of the young Chiefs. Thus, at the close of the Board's administration in 1855, there were, in all, 16 Schools in operation, containing 1,381 scholars. The success of the Central School was as gratifying as it was unexpected, for, although it had never been anticipated that it would attract more than 200 pupils, it contained at that time 246, of whom 70 were in the English Department. Before quitting this subject, I may mention that no fees are taken in any Schools in Kattyawar. A large School-house was completed at Rajkote in 1854, at a cost of above Rs. 10,000. The compound contains buildings in which a considerable number of students will be able to reside—a novelty in School architecture in this Presidency.

Same subject.

24. In 1840 an English School was established at Palhunpoor, which is the capital of the principal State in the Superintendency, and the residence of the Political Superintendent. The salary of the teacher

Education in the Palhunpoor Superintendency.

was only Rs. 40; and the incumbent, an aged Parsee, was, from his caste and personal inefficiency, not calculated to make an impression on the people, who showed little disposition for Education in general, and still less for acquiring any other language than their own. With this exception, there were no Schools except the Indigenous ones, and even of these there were in 1855 only 38, among a population of above three lakhs. The Chiefs could not be induced to make any contributions for Education. In 1855, however, Major Keily, the Superintendent, induced the Brahmins of Palhunpoor to contribute Rs. 20 per mensem for a Vernacular School, which came into operation in May, or just about the time down to which I have brought my accounts of the 2nd Division and Kattyawar.

Education in the Mahee Kanta.

25. In 1849 a Vernacular School was established at Sadra, the residence of the Political Agent. A subscription of about Rs. 5,000, to be appropriated to building a School-house and defraying contingent expenses, was then raised between the European officers and the principal Chiefs, and it was arranged that the Master's salary, at the rate of Rs. 25 per mensem, should be paid out of a local fund derived from fees paid in civil suits. The chief object in establishing this School was the education of the sons of the poorer Chiefs, who were unable to afford tutors at home, and whom it was therefore proposed to bring up to Sadra to reside there. The plan did not meet with much success at any period. The choice of Masters appears to have been unfortunate, the attendance of the young Chiefs was irregular, and the School generally unpopular. In May 1855 matters were pretty much in this state, with, however, some slight prospect of improve-

ment. The only other School of an order superior to the Indigenous ones was one at Edur, supported by the young Maharaja. As he had been educated under the care of the Political Agent, and consequently took much interest in it, the numbers were considerable, and the progress of the scholars was on the whole satisfactory.

Education in the Rewa Kanta.

26. I am not aware of any educational measures having been adopted in the Rewa Kanta previous to 1849, when, at the request of the Raja of Rajpeepla, a Vernacular School was established in his capital, Nandode. The Raja took, however, little interest in it, and broke it up not long afterwards by giving the Master an appointment in his service. With regard to the other tributary States, nothing has at any time been done. In 1853 the Districts called the Powagur Panchmahals, which belong to His Highness Scindia, were placed for ten years under the management of the Political Agent in the Rewa Kanta, and amongst other measures of improvement adopted by him, Education was not neglected. Vernacular Schools were established at Godra and Hallole, in April 1854 and February 1855 respectively, and for others arrangements were made which will be noticed in my account of the year 1856-57.

Education in the Surat Agency.

27. No measures for establishing Schools have ever, that I am aware of, been taken in the States of Bansda, Sucheen, and Dhurrumpoor, which compose this Agency. The young Raja of the first-mentioned place was, however, for some time under the care of Mr. Green, head Master of the English School at Surat, and has, it is to be hoped, been to some extent

predisposed to favour any propositions which may hereafter be made.

Indigenous Schools.

28. The only attempt ever made to improve the Indigenous Schools was the distribution of a few books among those of the Mahee Kanta during the year 1854-55. Particulars regarding their statistics and condition will be found below. (Paras. 90 to 112.)

Proceedings in 1855-56.

29. Having thus given a sketch of everything of importance that was done up to April 30th, 1855, I shall pass on to the proceedings of this Department during the year of Report, viz., 1855-56. These may be roughly divided into two classes: 1st, Active operations; and, 2ndly, Measures connected with the organisation and ordinary working of the Department.

I. *Active Operations.*

Educational Inspector.

30. I took up my appointment on May 20th, 1855, and, after a short excursion to Surat, for the purpose of conferring with the Superintendent, and receiving from him the charge of the 2nd Division, I returned to Bombay in accordance with my instructions. The monsoon was passed in endeavouring to qualify myself for my duties by the perusal of general works and the Indian Reports and correspondence on the subject of Education, and by visiting the various Institutions of the Presidency.

Inspector's Annual Tour.

31. On the opening of the season, in October, I started on a tour through my Division, proceeding, *viâ* Surat and Broach, to Kattyawar. After spending two months in visiting the

numerous Schools in that Province, I continued my journey northward to Deesa, and other places in the Palhunpoor Superintendency, and ultimately to Mount Aboo, the Lawrence School at which I was desirous of seeing. After inspecting several Schools in the Mahee Kanta, and making a short stay at Edur, I arrived at Ahmedabad in the middle of February. About two months were spent in endeavours to get up new Schools in parts of the Ahmedabad and Kaira Collectorates, and in examining the Schools in the Rewa Kanta. I afterwards occupied myself in similar duties in the Broach and Surat Collectorates, and in the examination of the numerous institutions in the city of Surat. The advanced state of the season compelled me to give up a plan of going to Bansda in the Surat Agency, and I with difficulty reached Bombay *viâ* the Northern Konkun, by June 5th, after the rain had begun to fall.

Proceedings of the Visitors and Superintendent of Schools.

32. The two Visitors proceeded into their Districts in November, immediately after joining their appointments, and were actively employed until the close of the season. Their chief attention was directed to getting up new Schools on the partially self-supporting system. The Superintendent of Kattyawar Schools went out on circuit in October, and, after having accompanied me during the greater part of my tour in his charge, resumed his duties as head Master of the Rajkote English School in January.

Annual Examinations.

33. In the course of my tour I examined seven English and fifty-one Government Vernacular Schools. One English School and eight Vernacular ones were not opened until after I

had passed through the Districts in which they were situated. Various circumstances prevented my visiting the remainder, which were, however, examined by the Visitors. The general results are given below (paras. 77 to 90), and the details will be found in the Examination Returns of the separate Schools.

New Vernacular Schools in the four Collectorates.

34. I now proceed to give some account of the establishment of new Schools. I am, as you are aware, authorised to open a School in any town or village the inhabitants of which agree to the terms of the Board's Notification of May 1854, already alluded to, viz., to provide a School-house and pay the whole of the contingent expenses and half the salary of the Master. The latter is regulated according to the population. There are no obstacles to the indefinite multiplication of Village Schools, except such as are caused by the people themselves and the manner in which their assistance is demanded.

Difficulties. Disposition of the People.

35. It can hardly be said that the mass of the people are indifferent to education in the abstract, for, wherever Indigenous Schools exist, a large proportion of the children pass through them. They are only indifferent to the advanced kind of education imparted in the Government Schools, and it is this indifference which we have to overcome. The task has proved to be no easy one. The principal villages in different parts were successively visited, and their inhabitants assembled; and all that persuasion could effect was tried, sometimes for several hours a day, and for several days in succession, to induce them to contribute, and sign the usual formal agreements.

We failed, I regret to say, far more frequently than we succeeded. The result, however, was not wholly unsatisfactory, for it was proved that the head men of the villages, and the leading castes, were, on the whole, quite sensible of the advantages of a superior education, and willing to make the very moderate sacrifices necessary for obtaining it; and that when these classes were pretty numerous and influential in any place, the whole population could, with their aid, be brought to contribute. But, after a general consent had been obtained, a serious and frequently insuperable difficulty presented itself regarding the mode in which the money was to be raised. The general wish was that Government, to which the money was ultimately to be paid, should undertake its collection, but this could not be done under the existing rules, which require everything to be left to the people. Few villages possess a central authority, composed of either village officers or heads of castes, which has sufficient influence to assess and collect a subscription from the whole population, and, where there is such an authority, its members are loth to incur the responsibility of signing the security bonds for regular payment, which we of course require before opening a School. The questions, who should pay? to whom? at what rate? and in what form? were, therefore, fruitful causes of debate, and the impossibility of settling them prevented the establishment of more than one School.

Assessment and collection of contributions.

36. From the experience of the past year in Guzerat, and of the year before in the Konkun, I am inclined to think that to pass a compulsory enactment would be the best way of overcoming the difficulty,

Means of overcoming them.

and that it would be neither disagreeable to the higher classes nor opposed by the lower. The subject is, however, such a wide one, that to state my reasons would lead me beyond the limits of this Report, the nature of which, moreover, appears to preclude such a discussion.

General result.

37. The result of the exertions of the past season is that 11 Schools on the partially self-supporting or "Notification" system were opened before the 30th of April, and 26 more in the months of May and June, which it is necessary to take into account, as the arrangements for the greater part of them were made before the close of the official year. The returns of Schools opened, sanctioned, and applied for, which I was directed to append to this Report in your letter No. 1638, of July 10th, are among the accompaniments (Lists I, J, K). From them it appears that there are at the present date 83 Schools in the four Collectorates, of which 41 are partially self-supporting. As there were only 36 in May 1855, the increase has been 131 per cent. The manner in which the Schools are distributed will be seen from the accompanying map.

Pergunna Schools.

38. At the close of the year under Report there were no Schools at 13 out of the 33 Mamlutdar's Stations in the four Collectorates. The people of Gogo and Veeramgam I had then induced to consent to be taxed for Schools through the Municipal Committees, and the question whether Municipal Funds were available for Education or not was before Government. Arrangements were made by me at Purantej and Wagra, and by the Visitor, Southern Subdivision, at Bugwara, before the close of the year, which led to the establishment of Schools soon after, and before June

lst unsuccessful attempts had been made at all the other Mamlutdar's Stations. Our efforts have since then been in a great measure successful, and at the present date there are only five stations remaining without Schools either opened or sanctioned. I subjoin a list of them (List T), as directed in para. 3 of your letter No. 1690, of July 14th.

English and extra Pergunna Schools.

39. In reply to para. 4 of the same letter, I have to state that, as an English School is about to be opened at Neriad, Dholka is now the only place containing about 20,000 inhabitants, at which provision for English Education is likely to be required (*vide infrà*, para. 42). There are no towns of about 10,000 inhabitants at which extra Pergunna Schools will be needed, except Mehmedabad and Oomret in the Kaira Zillah. There are now Schools at both places, and that at the latter place can be made a Pergunna School at any time.

Assistance.

40. I have much pleasure in acknowledging the assistance which I have received from the Civil Authorities generally; in particular, Mr. Hadow, the Collector of Ahmedabad, aided me much in the matter of the College (*vide infrà*, para. 43), and by urging his subordinates to establish Schools; and Mr. Morgan, the Collector of Kaira, got up a subscription for an English School at Kaira, and raised part of the sum required for a similar institution at Neriad. Mr. Arbuthnot, 3rd Assistant Collector, and Rao Bahadoor Chonilal Venilal, District Deputy Collector, of Kaira, as also Ramjee Gunesh, Ochnoram Jivunram, and Masookram Nurbheram, Mamlutdars of Neriad, Jambuser, and Duskroee, have been active in endeavouring to establish new Schools. The Thakoor of Bhownuggur deserves great

praise for his liberality in giving Rs. 100 per mensem for an English School, in addition to his other contributions, which amount to Rs. 120 per mensem. Much interest in education is taken by his chief Karbharee, Gaorishunker Dodeyshunker. The Desaee and Muymoondars of Broach who enjoy wutuns worth many thousand rupees annually, have been distinguished for their open indifference and secret hostility to Education, shown more particularly when called on by the Collector and myself to assist in raising a subscription for the improvement of the English School, and the establishment of another Vernacular one in their own city.

School-houses.

41. To provide a School-house is one of the obligations incurred by the people on the establishment of a new School. In two cases they were induced to subscribe to erect a new building; but in others they were only obliged to rent a house of size sufficient for all the boys who might in time be expected to attend, six square feet being the space allowed for each boy. The erection of a building wholly or partly at the expense of the people is an important object, and it affords the best guarantee for the permanence of the School.

New English Schools.

42. On visiting Bhownuggur, a town in the Ahmedabad Collectorate, containing above 40,000 inhabitants, I obtained from the Thakoor, to whom it belongs, an agreement to pay Rs. 1,200 per annum for the expenses of an English School to be established there. The agreement was fettered with some inconvenient conditions, which, on the occasion of the visit of the Right Honorable the Governor soon after, the Thakoor was fortunately induced to dispense with.

The School was opened on April 2nd. It is managed like the other Government Schools, but the entire funds are furnished by the Thakoor. Mr. Morgan, the Collector of Kaira, has with great difficulty succeeded in raising a subscription of Rs. 3,175, which will be applied, according to the Notification, to defraying the people's share of the expenses of an English School. The people at Dholka I found willing to submit to a house-tax or other Municipal impost at a rate sufficient to yield Rs. 850 per annum, to be expended on English and Vernacular Schools. No final arrangement could, however, be effected, because no private individuals were willing to be responsible for the collection of such an impost in so large a town, and there is no Regulation under which the people's request, that Government would levy it, could be acceded to.

Ahmedabad Provincial College.

43. Having been directed to do everything in my power to raise a subscription for a Provincial College, a meeting was held at Ahmedabad in April last, and General and Managing Committees of the principal European and Native gentlemen were appointed to further the design. A subscription was opened, which now amounts to Rs. 49,582; and though great exertions to increase it are being made by Mr. Curtis, the Joint Secretary, Dr. Collier, and other gentlemen, some time must, I fear, elapse before it suffices for the object in view. I may be allowed to state that I have great doubts whether a sufficient number of students qualified to enter the College will be procurable, even three or four years hence, unless the Ahmedabad English School be speedily connected with the principal Vernacular Schools throughout the Collectorate by a system of Scholarships, and instruction on an

improved system be imparted in it by not less than two European teachers. It appears to me, moreover, that the College will hardly satisfy the wants of the country, unless it provide a sound practical education especially suited to the different professions generally embraced by the people, and have also an Industrial Department.

Proceedings in Kattyawar.

44. When in Kattyawar I made a minute inquiry into the state of the Educational Fund. The income was then about Rs. 10,500 per annum; but the charges were so much less, that Rs. 7,700 had been saved during the three years the Fund had been in existence. The cost of the School-house had been defrayed out of capital; but still, from the above and other causes, there was on December 1st a balance in hand of Rs. 25,000. There were also balances outstanding to the amount of Rs. 9,400.

Same subject.

45. Finding that all the Schools which had been agreed on between Colonel Lang and the Chief in 1853 had not been established, and that the Fund was in a flourishing condition, I recommended—

1*st.*—The increase of the income of the Fund, by investing part of the balances in hand.

2*nd.*—The fulfilment of the original agreement, by the establishment of eight new Schools.

3*rd.*—The appointment of eight, and, ultimately, thirteen Assistant Masters to the larger Schools.

4*th.*—The establishment at Rajkote of a Normal class of ten scholars, drawn from the best Vernacular Schools in the Province.

These suggestions were agreed to by the Committee, and

have been carried out. Rs. 25,000 worth of Government 4 per cent. paper was purchased in February last; but the arrangements for the new Schools, Assistant Masters, and Normal Scholars, could not be completed until after April 30th, and will therefore be noticed in my next annual Report. I also effected an arrangement of the official relations between the Superintendent of Schools, the local Committee, and myself, which will considerably accelerate the despatch of routine business.

Prospects of Education in Kattyawar.

46. Considering the short time that has elapsed since the introduction of Education into the Province, its prospects appear to me very hopeful. The boys have not yet had time to study very deeply in any branch, nor have the branches selected for them always been those best suited to their position and prospects in life; but there seemed to be in them an earnestness and diligence which, now that the study of the more popular and practically useful subjects has been enjoined, may be expected to produce very favourable results. Many of them seemed to like study for its own sake; and I was assured, in more than one place, that there were many pupils who came to School of their own accord, though their parents were indifferent or averse to their doing so.

Proceedings in the Palhunpoor Superintendency.

47. It has been stated above that Education had hardly gained a footing in this Province; the only institutions being an inefficient English School, and a newly established Vernacular one. At the time of my visit, the Political Superintendent, Major Keily, had nearly finished a capacious School-house, for which he had pre-

viously raised a subscription of about Rs. 1,000. It is intended to locate in it not only the Government School, but all the town Indigenous Schools, the Masters of which last are to be assisted by the advice and stimulated by the example of the former.

General Scheme for the Province.

48. It being, however, necessary to frame a system for the entire province, I submitted to the Political Superintendent a scheme, of which the salient points were—

1*st.*—A Central School for imparting a complete Vernacular and a tolerable English education, and especially for training up Natives of the Province to be Village Schoolmasters.

2*nd.*—A system of Village Schools, in which should be imparted a sound knowledge of the subjects of practical use in life, viz. reading, writing, arithmetic, and Native mental arithmetic, and the mode of keeping accounts. The Schools to be entirely self-supporting.

3*rd.*—A Visitor of Schools to superintend the whole, and make a tour in the cold season for the purpose of examining the Schools. The same person to be both Visitor and head Master of the Central School.

As the selection of a proper system upon which to commence operations on a perfectly new field is a matter of considerable importance, I may perhaps be excused for explaining my reasons for adopting the above plan.

49. It may seem that it would have been better to have dispensed with the Central School for the present, and expended on a number of Village Schools the small local funds (Police and Fine Funds) which were available. But, before Village Schools could be opened, it was necessary to have Masters, and experience had fully proved, on the one hand, that the Indigenous Schoolmasters (of whom there are, moreover, only forty-three in the Province) were too ignorant and prejudiced ever to become good teachers, and, on the other, that foreigners could not be induced to come from the Regulation Districts in any numbers, or on the paltry salaries which alone it would be in my power to afford them. It therefore appeared indispensable to have a Central School, in which Natives of the province, willing to accept moderate pay, might be trained as Masters, and which might act as a centre of influence throughout the Province, in the same beneficial manner that the Rajkote Institution is doing. This Central School I found could be provided at a very moderate cost, as the community of Deesa most opportunely came forward to place under Government a School which they had established there, and which was well adapted for the purpose.

Same subject.

50. The advantages of a system of self-supporting Village Schools, giving sound practical knowledge, are so obvious, that I need not dilate on them. Nothing but want of funds induced me to recommend that the same person should be both Visitor and head Master of the Central School. My propositions received the full assent of the Political Superintendent, and were submitted to Govern-

Same subject.

ment in February last, but a final decision not having been received up to the close of the year under report, nothing was done except the establishment of a Vernacular School at Thurrad.

Proceedings in the Mahee Kanta.

51. My propositions for an Educational system for the Mahee Kanta were, in the main, similar to those for Palhunpoor, and justifiable on the same grounds. The modifications made to suit local circumstances it is not necessary to detail here. The plan has elicited considerable difference of opinion, and is still under the consideration of Government. The Indigenous Schools in the Mahee Kanta appeared to me to be equal to those in Kattyawar, and the people generally less averse to education than they are in Palhunpoor. The vicinity of the Ahmedabad Collectorate may have contributed to cause this.

Proceedings in the Rewa Kanta.

52. The circumstances of the Rewa Kanta differ considerably from those of the two districts last treated of, and are more analogous to those of Kattyawar. The fact of the tributary States being fewer in number, and of greater importance, facilitates the establishment of a general fund, to which all may subscribe, while, at the same time, it renders difficult that direct interference with the people of each village for the purpose of raising local funds, which is practicable among the minor feudatories of the Northern Agencies. Moreover, in the Punchmahals, districts under our own management, and in which the Political Agent has great power over the expenditure, we may be said to possess a powerful out-work from which

operations may be carried on to influence the whole Province.

Same subject.

53. The scheme, therefore, while it recommended a Central School and Visitor, upon the same grounds as in the other Agencies, provided for the location of the former at Godra, the capital of the Punchmahals, and embraced an Educational Fund to be subscribed to by the different Chiefs. Those who contributed were to have Schools in their territories under Masters trained at the Central School. In the Punchmahal itself, I hoped that the improved state of the country would soon render it possible to impose some additional cess for education, and to establish Schools in circles of villages, on what is termed, in the North-Western Provinces, the "Hulkabundee" system. The plan was generally approved of by the Political Agent, who sanctioned the immediate establishment of the Central School. He was shortly afterwards obliged to proceed to Europe on sick certificate, and all further measures have been postponed until his return. Vernacular Schools at Kalole, Veiyulpoor, Jhalode, and Dahode, and an English School at Godra, were, however, opened in the course of the season.

Surat Agency.

54. I was unable to visit any of the States in this Agency in the course of my tour, and the results of a correspondence regarding a School in one of them, Bansda, will be noticed in my next annual Report.

54 A. The accompanying Table shows the progress of Education throughout the Division from the year 1826 up to the present time. Strictly speaking, this Table should conclude with the 30th of April, but I

have added the number of Schools and Scholars at the end of the following quarter, as, without this, a fair estimate of the results of the operations during the year under report cannot be aimed at, for reasons given above (para. 37).

Years.	In the *four* Collectorates.		In Kattyawar.		In Palhunpoor.		In the Mahee Kanta.		In the Rewa Kanta.		Surat.	Total.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.		Schools.	Scholars.
1826	10	..	..	..	..	..	..	..	..	..	..	10	
1838	27	1538	1	..	..	..	..	..	..	..	..	28	
1841	27	1469	1	..	1	..	..	..	..	..	..	29	
1842	27	1572	1	..	1	..	..	..	..	..	..	29	
1847-48	30	2398	1	..	1	..	..	..	..	..	..	32	
1849-50	40	2950	1	..	1	..	1	..	1	..	..	44	
1854-55	39	4169	17	1381	2	14	2	..	2	..	..	62	
1855-56	53	4655	17	1105	4	77	2	185	7	347	..	83	6369
Aug. 1856	75	6325	25	1894	5	162	2	197	8	313	..	115	8891

II. *Departmental Organization.*

Classification and Estimates.

55. Upon the "Instructions to Visitors," issued in July 1855, it is not necessary for me to remark. Schools were, in December last, divided into four classes —1st, Village Schools; 2nd, Town Schools; 3rd, Pergunna Schools; and 4th, Zillah Schools; and I was directed to calculate the educational requirements of the Regulation Provinces of my Division. For this purpose I obtained the original maps of the Guzerat Survey, and, with their aid and that of the Census of 1851, divided the four Collectorates into School Districts, each of which consisted either of a single detached village, or a group of villages within a radius of two miles. Villages containing less than 250 inhabitants, and so detached that they could not

Villages in the four Collectorates	2,885
Chief Villages, chosen as centres of School Districts	895
Smaller Villages, subordinated to them	1,522
Small detached Villages, not counted	468
	2,885

be grouped with others, were excluded from the calculation. The result, as detailed in the margin, shows that there will be 895 School Districts. The number of Schools, however, will be greater than this, as large towns, though counted as single Districts, will require many Schools.

School Discipline.

56. As the regulations for the management of Schools, which have been introduced in my Division, apply equally to the whole Presidency, they will no doubt be noticed in your own Report, and it is therefore unnecessary for me to detail them.

School Studies.

57. The course of study in English and Vernacular Schools will be seen from the Examination Reports of the several institutions. Two out of the eight English Schools give instruction up to the College entrance standard. The better Vernacular Schools teach the most difficult books that have been published. The only change in the studies this year has been the introduction of mental arithmetic.

Normal Training.

58. The subject of Normal Training has, as you are aware, occupied a good deal of attention. Being convinced we should fail in producing really good teachers, unless our Normal students were collected under one roof and instructed by persons from Europe who had considerable experience in Normal training, I had the honour to submit, in December last, a plan which, had it been sanctioned

would, I believe, have worked well; circumstances have, however, caused delay for the present, and it only remains for me to notice the temporary arrangements which have in the meantime been made.

59. The Surat 1st Normal Class was, as I have already stated, opened in September 1854. Six out of thirteen scholars were taken from the Surat English School, and the rest from different Vernacular Schools. Thus English was not a *sine quâ non* for admission, but those who did not know it were taught it afterwards. It was decided that the students should learn all the Guzerathee books in use in the Schools. The published mathematical course being thought not sufficiently extensive for them, translations of Hart's Mechanics, Davis's Conic Sections, and Newton's Principia were ordered to be made for their especial use. A large collection of philosophical instruments, also, was ordered from England. No provision was made for instruction or practice in the art of teaching, except that the Scholars occasionally questioned each other in class.

Surat. 1st Normal Class.

60. By January 1856 the majority of the Scholars had completed the course detailed in the margin. The class was from that time gradually broken up by the appointment of its members to the new Schools, and at the close of the official year it did not contain above half of those who had originally entered it. As far as I have yet had an opportunity of judging, it does not seem to me that high English

Same subject.

Arithmetic, and Mensuration of Planes and Solids.
Algebra, including Quadratic Equations and Logarithms.
Plane and Solid Geometry.
Plane and Spherical Trigonometry.
Conic Sections, Geometrically.
Doctrine of Curvature, and Proofs of Kepler's Laws.
Hart's Mechanics, both Divisions.

Keith's Problems on the Use of the Globes.
In Guzerathee, all the books published.
In English, those who had not learned it before had read up to Moral Class Book.

and scientific acquirements are those most suitable to the position of a Vernacular Master, to whom a sound knowledge of his mother tongue and arithmetic, with tact and experience in imparting it to others, and moral healthiness of mind, are far more necessary. However, after one year's trial of them I shall be better able to judge of the results of the training of these Normal Scholars, almost all of whom have now obtained situations.

2nd Normal Classes at Surat and Ahmedabad.

61. In the expectation that there would arise in the course of the year a demand for Masters for primary Schools larger than we had any means of safely and efficiently supplying, I recommended, in October 1855, the establishment of two 2nd or inferior Normal Classes, to be located at Surat and Ahmedabad. Each was to contain ten scholars, receiving a monthly stipend of Rs. 3 a-piece. The classes were to be under the control of the head Masters of the English Schools. All the mere knowledge necessary for a primary teacher was to be required at the entrance examination, and the time spent in the class was to be almost exclusively devoted to acquiring practice in teaching and school management. For this purpose the students were to be distributed among the best Masters of the City Schools, but examined periodically by the head Masters.

Same subject.

62. This plan was sanctioned. The Classes were instituted in December and January. Of the twenty students then admitted six received appointments before April 30th, and

the remainder, as well as six new men admitted in place of those who had left, were still under instruction on that date. Of the twenty-six thus admitted three had been educated in Government English Schools, twenty in Government Vernacular Schools, two were Indigenous Schoolmasters, and one had been a Karkoon in a Government Office. Their ages were as specified in the margin. They were selected as being the best of those who passed the general examination, of which an account will presently be given. These classes have been found of the greatest use, both in preparing men for employment, and, by showing their relative merits, facilitating the appointment of each to the post for which he was best suited. The increase of both classes to double their present number has been lately recommended, because the demand for Masters is so great that, unless the total number be large, no individual can remain long enough in them to be sufficiently trained.

Age.	Number.
Between 18 & 19	5
Do. 19 & 20	9
Do. 20 & 21	8
Do. 22 & 23	1
Do. 23 & 24	1
Do. 25 & 26	1
34 years old	1
	26

63. The "Instructions to Visitors" defined the minimum qualifications for a primary village Schoolmaster to be,—perfect ability to read, understand, and explain any School-book or document in either the printed or written character; good and correct writing; a knowledge of the rudiments of grammar; a general acquaintance with the geography of Hindoostan, and a minute one with that of Guzerat; and a thorough knowledge of arithmetic as far as Proportion, and Native arithmetic and accounts.

Examination for admission into the Department.

General examinations according to this standard were held at the end of 1855, and the Visitors and I always examined those who at any time came forward. The number who presented themselves at different times was very large; but, up to the close of the season, 134 had been found qualified. The majority were between 18 and 21 years of age, as will appear from the marginal table, and had received their education in Government Schools. For further details I beg to refer to Table XV. It must not be supposed that none of the candidates knew more than the minimum standard described above. In point of fact, almost the whole of those educated in Government institutions knew considerably more, and not a few were acquainted with the whole course imparted therein. The only ones barely up to the standard were the Indigenous Masters. Their knowledge of grammar and geography was not extensive, but they will rapidly improve themselves in these. In mental arithmetic they were the best of all. The Indigenous Masters seem to be, in general, very willing to enter the Department, and, whenever they can pass, it will be good policy to admit them, even though, being distanced by others in the class, they can only obtain Assistant Masterships. It is encouraging to find that the very first call has produced 134 persons sufficiently well informed to be teachers; what proportion of these have also the faculty of imparting what

Age.	No.
16	1
17	6
18	25
19	26
20	19
21	9
22	9
23	6
24	3
25	6
26 to 30	8
30 to 40	6
40 to 56	2
Uncertain.	8
Total..	134

Where educated, &c.	No.
Government English School.	16
Do. Vernacular do.	101
Do. Hindustanee do.	1
Indigenous Masters	8
Miscellaneous	8
	134

they know, experience alone can determine, but it is probable that it will be sufficiently large to supply the present wants of the Department. For the future there seems little reason to fear, as the fact that so many lucrative appointments are being created from day to day has given a great impetus to self-improvement. Many are staying on at School who would otherwise have left it, and, in some cases which have been brought to my knowledge, those who had left School have returned to resume their studies.

Book Depositories.

64. Books are at present to be obtained at the four central Depositories, one of which is in each Collectorate, and at the English School at Rajkote. In the other Agencies none are procurable, except such as the Political Officers have from time to time procured from the Depositories to be sold by the Masters. There are no returns regarding any of the Agencies. The number of books sent into circulation during the year (including those given away as prizes) is smaller than that in either of the two years preceding, but the value is greater. For this I cannot satisfactorily account. The total number of books issued is small compared with the Schools and the Scholars, but there can be no doubt that it will increase greatly after the introduction of the new system lately proposed, by which prices will be much reduced, and every School constituted a Depository. The above does not by any means represent the total number of books in circulation, for the booksellers at Ahmedabad have issued reprints

Years.	Number.	Value.
		Rs. a. p.
1851-52	1,568	1,148 3 0
1852-53	2,158	1,377 9 0
1853-54	2,415	1,609 13 0
1854-55	2,420	1,737 3 0
1855-56	2,243	1,809 10 6

of most of our smaller works, inferior in quality of paper and style of work, but so cheap that they are extensively purchased.

School-books.Translations.

65. Mr. Graham, the Guzerathee Translator to the Department, has been for some time engaged in making translations of Hart's Mechanics and Davis's Conic Sections, which were ordered by the Board of Education for the Normal Class. These, as well as Lardner's Euclid, which he was more recently required to translate, were finished shortly after the close of the year.

School-books. New Works.

66. As it appeared that, though learning the History and Geography of other countries, those of their own were entirely neglected by our students, I, in January last, made arrangements for the preparation of a History and a Geography of Guzerat, both of which will shortly be issued. A complete treatise on Native Mental Arithmetic has also been prepared, for the following reasons: in Bengal and the North Western Provinces, it appears that the Indigenous Schools have acquired so deep-rooted a popularity that it has been repeatedly laid down that no educational efforts of Government can succeed unless based on them. Here, however, the case is different, and the system of mental arithmetic which they teach is the main cause of their popularity. It appeared likely, therefore, that if this subject could be taught equally effectively in the Government Schools, the Indigenous ones would be driven out of the field. The experiment was tried on a small scale in Kattyawar, and with favourable results. The boys staid in the Indigenous Schools no longer than was necessary to learn the alphabet and "wonderfully effective multiplication table," as the

Visitor General of the North Western Provinces terms it, and then passed into the Government School to learn mental arithmetic proper. The Indigenous Schools thus sank into a position which they are well fitted to hold, and in which they will be useful and economical to Government, viz. that of inferior Departments of the Government Schools. With the aid of the new treatise, in which all useful rules in vogue in different parts of the Division have been codified, and the advantage of the teachers being under our own control, it does not seem too much to hope that the subject will be taught better, and to a larger percentage of boys, than it ever was in the Indigenous Schools.

Review of the Schools in the Division.

Government Schools.—I. Statistics.

67. There are six English Schools and two Schools having English Departments (vide Table II.). The Godra and Bhownuggur Schools were opened only about a month before the close of the year. The Surat, Ahmedabad, and Rajkote Schools are in a flourishing condition, especially the last, the pupils of which form no less than 1·5 per cent. of the inhabitants of the town. The Broach School fell into a very bad state under the late Master, but is now improving rapidly. The Palhunpoor one does not thrive, for reasons already given (para 50).

English Schools.

Names.	Grades.	Scholars on April 30.
Surat	School	418
Broach	Do.	66
Ahmedabad..	Do.	185
Bhownuggur.	Department.	17
Rajkote	School	92
Junagur	Department.	65
Palhunpoor..	School	14
Godra	Do.	27
		884

68. I have already (para. 54) stated the total number of Schools in the Division on the 30th of April last. It is satisfactory to find that 28, or 33·7 per cent. of them were partially self-supporting. If we deduct 17, or 20·48 per cent. of these for the Schools in Kattyawar, which were previously in existence, the remainder 11, or 13·2 per cent. is the advance made by the partially self-supporting system in a single year, the first in which it was ever attempted to introduce it.

Increase of partially self-supporting Schools.

	Schools.	Scholars.
Supported entirely by Government	53	4,737
Partially self-supporting ..	28	1,605
Entirely self-supporting ..	2	227
	83	6,569

69. The Visitors' Instructions having as yet been made applicable only to the four Collectorates and Kattyawar, returns of the castes, ages, attendance, fees, and cost of education of Scholars are not procurable for the rest of the Division. In those districts it appears that the Brahmins and Banians alone supply 68·7 per cent. of the children in our Schools. The numbers of these two castes are nearly equal, that of the former being slightly the larger of the two. The Brahmins are raised to a par with the Banians by their numerical superiority in Surat and Kaira. In the other Districts, especially Broach, they are far less numerous. A

Castes.	Percentage.
Brahmins.....	35·08
Kshatrees	3·73
Banians	33·65
Mahomedans	5·69
Artisans & Cultivators.	9·79
Merchants and Shopkeepers.....	8·10
Miscellaneous	3·96
	100

Districts.	Brahmins.	Banians.
Kaira ..	43·74	38·96
Surat ..	34·93	27
Broach .	23·67	39·93

census alone would show the cause to which this is owing. (Vide List L.)

70. The ages of pupils in the same Districts are as per margin. Only 9·11 per cent. are of eight years and under, 21·5 per cent. are nine and ten, 60 per cent. between ten and fifteen, and only 9·38 per cent. above fifteen. Looking at the Districts separately, the Ahmedabad Collectorate has the greatest variety of ages, from the lowest to the highest. Boys leave school earlier in the Kaira Collectorate than in any other. (Vide List M.)

Age.

Age.	Per-centage.
5 years and under..	·9
6 years	1·32
7 do.	2·38
8 do.	4·5
9 do.	8·14
10 do.	13·36
11 do.	13·67
12 do.	17·33
13 do.	13·09
14 do.	9·58
15 do.	6·34
16 do.	4·05
17 to 20	4·73
Above 20	·60
	100

70A. Of the total number at School, 59·4 per cent. have been there one year and under, and of these no less than 26·8 per cent. have only been there three months. Those who have been longer than three years are only 10·6 per cent. These results are unsatisfactory; and the prospect would be bad indeed were it not for the 30 per cent. who have been under instruction from 1 to 3 years. On these it may well be hoped that some permanent impression will be made. (Vide List N.)

Length of Attendance at School.

Period.	Per cent.
3 months and under.	26·8
3 to 6 months.....	13·9
6 to 9 do.	9·9
9 months to 1 year.	8·8
1 to 2 years	19·9
2 to 3 do.	10·1
3 to 4 do.	5·5
4 to 5 do.	2·7
5 to 11 do.	2·4
Above 11 do.	None.
	100

71. The daily attendance in the Schools is 66·7 per cent. of the number of boys on the books. It is remarka-

Daily Attendance.

Districts.	Per cent. of Boys on Books.
Ahmedabad.....	61·77
Kaira	67·38
Broach	66·33
Surat	65·39
Kattyawar	74·48
General average..	66· 7

ble that it is highest in Kattyawar, a District which has so recently obtained educational facilities. The average attendance in public schools in England is only 79 per cent., or 12·3 per cent. more than the above. (Vide Horace Mann's Report on the Census, page 27.) Considering the frequent, and as yet unavoidable impediments of caste dinners and religious ceremonies, the result is as satisfactory as can be expected. (Vide List O.)

72. No fees are levied in any of the Schools in Kattyawar, Palhunpoor, or the Mahee Kanta, and there are no returns from the Rewa Kanta. The amount of fees in the four Collectorates is given in the margin. The arrears amount to 9·96 per cent. of the whole amount leviable. Rs. 561-0-10, or 92·7 per cent. of them are considered irrecoverable. The state of the arrears of former years will be seen from the marginal abstract. (Vide List P.)

Fees.

Collectorates.	Amount leviable.		Amount paid.		Amount due.	
	Rs.	as.	Rs.	as.	Rs.	as.
Ahmedabad.	1,686	5	1,504	10	181	11
Kaira	756	4	691	2	65	2
Broach	740	12	639	12	101	0
Surat	2,900	7	2,642	7	258	0
Total..	6,083	12	5,477	15	605	13

	Rs.	as.
Recovered this year.	29	13
Recoverable	20	15
Irrecoverable.....	258	12
Total..	309	8

Effect of increasing the rate of Fees.

73. In reply to paras. 35 and 36 of your Predecessor's letter No. 858A, of December 3rd 1855, I may here state that I find, from inquiries on the spot,

that great dissatisfaction, and the removal of all the poorer students, would be the result of raising the English School fee above eight annas, which is its present amount. It would be well if pupils could be made to pay according to their rank and circumstances, but this does not appear possible. I trust that, now that the people of towns and villages are being induced to contribute in a body towards the general expenses of the Schools, the fee of one anna per child per mensem may be abolished in all Vernacular or common Schools. It may be true in Europe or America that people value what they have to pay for more than what they get for nothing; but this is disputed even there, and I more than doubt whether it is true in India. It will hardly, however, be denied, that people will not pay individually for that which each, when left to himself, considers to have little or no market value, but may still be willing to accept the same when offered gratis. Individual poverty, moreover, is more general in India than in Europe; and, owing to these causes, the anna fee excludes a large number of children, and, as our object is to work upon the masses as widely as possible, its abolition is very desirable.

74. There are 113 teachers in the four Collectorates and Kattyawar, exclusive of the Masters of the Ahmedabad Girls' Schools, and the paid Monitors in English Schools. Of this number, two are Europeans, on Rs. 350 and Rs. 300 per mensem respectively, and the remainder are paid as shown in the margin. The minimum age (of a single Assistant) is 13; the average is 26,—an encouraging

Teachers.

Rate.	Number.
Rs. 250	1
Rs. 110	1
Rs. 100	1
Rs. 80	1
Rs. 75	2
Rs. 50	7
Rs. 20 to 50	13
Rs. 15 to 20	32
Rs. 15	20
Under Rs. 15	33
Total..	111

fact, which shows that the old incompetent men are nearly got rid of, and their places supplied by young ones educated in our own Schools. This is corroborated by the average period of service being only 5·9 years. If, however, we exclude Kattyawar, where all the Schools are new, it is $5\frac{3}{4}$ years. The average income of 85 teachers, who receive Rs. 20 and under, is Rs. 13·9. This sum may appear high in comparison with the average income of teachers in other parts of India; but it is not really so, if the qualifications of the individuals are considered. Though our teachers are still very far from what they ought to be, they cannot, as a body, be for a moment compared with Indigenous Masters, such as those in other parts mostly are. Wages, moreover, are generally higher in this part of India than in others. (Vide List Q.)

75. Long as is the time which has elapsed since the work of education was commenced, it appears that we have not yet succeeded in attracting to our Schools quite one per cent. of the population of the towns in which these Schools are established. This is not, however, quite so discouraging a fact as it may at first sight appear, if we consider that till within the last year or two the instruction of the mass of the people has, professedly, never been attempted. The object was rather to make the Government Schools of an order superior to what is generally considered that of the "common School," so that those really desirous of a high education might be able to obtain it in them. We may

Progress of Education.

Districts.	Percentage of the Population in Schools of all grades.	Percentage in Vernacular Schools alone.
Ahmedabad ..	·759	·68
Kaira ..	1·267	1·267
Broach. .	·945	·84
Surat ..	1·185	·88
Kattyawar ..	·673	·61
Average .	·902	·79

reasonably expect that next year the percentage will be considerably more in our favour. (Vide Lists R and S.)

76. Complete returns, from which to estimate exactly the cost of education, are not obtainable for the present year, though they will be so in future. The abstract in the margin gives, however, a very close approximation, since in it only some uncertain items of extraordinary charges are omitted. The sum which it shows as the average annual cost of Vernacular education, viz., Rs. 3-9-7, or about 7*s.* 10½*d.*, cannot be considered otherwise than moderate, and even this is hardly a fair general average, since it includes Kattyawar, where the cost is disproportionately high. The cause of its being so there is the high salary which it is necessary to give to the Masters, for two reasons, viz., that they are not entitled to pension, and that they are natives of other parts of Guzerat, who were brought to a distance from their homes, because qualified men could not be obtained on the spot. (Vide Lists R and S.)

Cost of Education.

Districts.	Cost per head in Schools of all grades.	Cost per head in English Schools alone.	Cost per head in Vernacular Schools alone.
	Rs. as. p.	Rs. as. p.	Rs. as. p.
Ahmedabad .	4 9 1	13 4 2	2 0 2
Kaira	2 1 7	....	2 1 7
Broach	5 3 8	31 5 0	3 5 1
Surat	7 11 10	26 15 0	3 6 5
Kattyawar ..	10 3 4	28 8 0	7 15 3
Average	6 1 3	25 0 0½	3 9 7

England, 29*s.* 6*d.*

Government Schools.—II. Studies.

77. English Schools may be divided into three grades. The first consists of those under European head Masters (Ahmedabad and Surat). They teach up to the stand-

Three grades of English Schools.

McCulloch's Course of Reading.
Physical and Mathematical Geography.
Histories of India and England.
Ancient and Universal History.
Algebra, to the Binomial Theorem.
Six Books of Euclid.
Plane and Spherical Trigonometry.
Conic Sections.

ard for entrance into the Elphinstone College at Bombay, that is to say, the subjects mentioned in the margin, to which Political Economy, Mensuration, and Mechanics are occasionally added. The Surat School has increased to a very large size under the superintendence of Mr. Graham, who is distinguished for his zeal and ability. In the English language, however, the boys were not so well grounded as those in the Ahmedabad School; and even in mathematics, in which the School is considered to excel, they appeared to me to have been pushed on far too rapidly. I was much pleased with the sounder grounding, good moral tone, and flourishing condition of the Ahmedabad School, which are due to the personal exertions and popularity of the Master, Mr. Curtis.

Second grade of English Schools.

78. English Schools of the second grade are those which are under Native superintendence of the first order. None of the four composing this grade (Broach, Rajkote, Junagur, and Bhownuggur) as yet teach up to the College entrance standard, but they probably will do so in time. Three of them, indeed, have not yet been in existence sufficiently long to be able to do so, and the fourth (Broach) has laboured under peculiar disadvantages. Considering their respective circumstances, these Schools are in a flourishing condition. I would not wish it to be for a moment supposed that I am adverse to the interests, or do not appreciate the great exertions of the highly educated and intelligent Natives who superintend

these institutions, and more specially of Rao Saheb Bhogilal Pranwulubhdas, head Master of the Rajkote School. At the same time I must express my conviction that English cannot be taught thoroughly except by an English teacher, and that, consequently, no English School of importance should be without one. The Rajkote and Broach Schools have attained such importance as each to require one.

Third grade of English Schools.

79. English Schools of the third grade are those which are located in Districts where little appreciation of or desire for English has as yet been excited, and which are under Native superintendence of an order considerably inferior to that above noticed. The Palhunpoor and Godra Schools form this grade. For further details regarding them, and the other English Schools, I beg to refer to the detailed examination returns of each, which are appended to this Report.

Defects in the system and curriculum of the English Schools.

80. I regret that I am unable to speak favourably of the curriculum followed in our English Schools, or the system according to which it is imparted. You have already been made acquainted in detail with my views on the latter head, and I need only state, generally, that I considered a uniform series of Class-books, expressly suited to the natural condition and social circumstances of this country, to be urgently required, and suggested methods of using them, by which it seemed to me that we might in a great measure overcome the habit of learning by heart, which is unfortunately so prevalent. The curriculum I consider to be wanting in everything of a practical character, and, in general, far too exclusively mathematical. In pursuit of this, for

which has been claimed the advantage of strengthening the mind and supplying it with ideas, the very media of thought and expression of those ideas—ready and accurate reading and writing—have been neglected. Cause and effect have acted and re-acted upon each other. Just as want of precision in writing very generally arises from feeble and indistinct thoughts (Blair's Belles Lettres, Section X.), so the habits of only partly comprehending what is read, and of writing vaguely and inaccurately, have produced confused and inaccurate ideas, and thus defeated the very object with which the exclusively mathematical system was adopted.

Remedy suggested.

81. I do not, however, mean to say that mere language should henceforth be the main object of a new curriculum to be introduced. If language be taught by competent Masters on the sound system which is gradually making its way in England under Mr. Stow and other distinguished educationists, the mind is far more thoroughly educated, filled with accurate ideas of men, things, and relations, and endued with general information and common sense, than it can be by mere mathematical study. If such a result be more necessary for one class of learners than for another, it is so for the natives of this country, who are not, as far as can be seen, much inclined to think deeply and originally on metaphysical subjects, and whose circumstances almost invariably lead them to hurry from school into employment of the most practical description.

Vernacular School Studies.

82. It is impossible this year to give a complete account of the studies of all the Schools, as some of the necessary forms were not introduced until the sea-

son was far advanced. The results given in the following paragraphs, therefore, only apply to a portion of the Schools in the Division. The Schools selected, however, represent the whole pretty fairly, and, as the conclusions are entirely drawn from my own examinations, and not from those of my subordinates, they are only liable to error when they express opinions, not facts.

Four Classes of Schools.

83. Vernacular Schools may be divided into four classes, according to the subjects taught in them. In the fourth or lowest class of Schools, plain reading, writing, arithmetic to proportion, a little grammar and geography, and sometimes Indian history, are respectively more or less taught. In the third class, the Balmitra, vol. i., and Moral Class Book are usually the highest reading books, and the general geography of the four continents, the "Introduction to the History of India," and the catechism of the History of Maharashtra, are pretty well known. The whole of arithmetic is taught, and a few boys learn algebra to simple equations, and from 10 to 30 propositions of Hutton's Geometry. In the second class the "Life of Columbus" is the highest text-book; the grammar, but not the geography, is better than in the third class, and the History of British India is added to the historical course. In mathematics, a few boys do quadratic equations, and from 30 to 90 propositions of geometry, with the addition of a little mensuration or trigonometry. In the first or highest class instruction is carried as far as the existing class-books permit. There is, however, less uniformity in the studies, as the Masters are almost all clever men, and each carries his own School furthest in the subject which he knows or likes best. Natural theology, English and ancient

history, trigonometry, mensuration, and mechanics are thus more or less the distinctive features of individual Schools. For the extent and variety of their courses, and the care with which they are taught, the No. IV. School at Ahmedabad, and the No. I. School at Surat, rank first, the latter only slightly behind the former. The number of Schools of each grade, out of a total of 48 examined, is shown in the margin. From the attendance column we see that the superior branches of European study are by no means distasteful to the Native mind, and that the wider the course the more pupils it attracts.

Grades.	Schools.	Scholars.	Average Number per School.
1st	10	1,562	156
2nd	11	1,243	113
3rd	13	1,361	104
4th	14	1,070	74
	48	5,236	..

84. Boys in a School belong to one of two classes, readers and spellers; the latter including all who are learning their letters or spelling-books, but cannot read connected sentences. The proportion of the number of boys who are able to read to that of those who can only spell, considered in connection with the proficiency attained, is a fair test of a School, or set of Schools, and, when there are returns of previous years to refer to, of its progress from year to year. Thus, as it appears that above half the boys in 37 Schools of which we have returns are able to read, and that in reading (the more important subject) they obtain, on examination, about 60 per cent. marks, we have *primâ facie* grounds for inferring that our Schools are tolerably flourishing. But before coming to a final

Reading and Spelling.

Subject.	Percentage.	Marks.
Reading..	55·04	60
Spelling..	44·96	44

decision, the kind of book they can read must be considered. All the books we have, therefore, have been divided into four orders, according to their difficulty, and spelling constituted a fifth. The percentage of the boys in 35 Schools who are studying each order is as per margin. Above 60 per cent. have not got beyond the two lowest, but more could hardly be expected, since we have already seen (*suprà*, para. 70) that 30·6 per cent. of our children are ten years old and under, and that 59·4 per cent. have not been at School for more than a year at most.

Order.	Percentage.
I.	9·84
II.	11·3
III.	11·82
IV.	22·64
V.	44·4

85. For the other subjects in literature it appeared sufficient to consider the percentage of boys studying each, and the proficiency attained, without dividing into orders. Considering how well the boys are, on the whole, able to read, it is surprising how little they understand. When set to read a piece which they have never seen before, their minds appear absorbed in the effort to read the words, and unable to grasp the meaning at the same time. Few can give a *vivâ voce* account of a piece they have read without reading it twice over. Handwriting, and writing from dictation, have not received as much attention as such important branches of primary instruction deserve. The scanty and crude knowledge of grammar everywhere to be found is chiefly attributable to the want of a good text-book,—a want which I am happy to say will

Other branches.

Subjects.	Percentage.	Proficiency.
Explanation of words and passages	61·04	43
Hand. writing.....	47·77	45
Writing from dictation .	44·36	36
Grammar ..	47·26	34
Geography .	37·44	38
History	27·9	47

soon be supplied. Geography, in its true sense, including a knowledge of the forms and relative proportions and position of different countries, can hardly be said to be taught at all, perhaps because it has not been required. Few boys can do more than repeat long strings of names of places, and point out a few of them on the map. None know anything of the geography of Guzerat, or their own District. These defects will, however, soon be removed, for a new geography and set of maps of Guzerat are partly issued, and the general popularity of the subject will ensure good use being made of them. The proficiency is higher in history than in any other of the subjects just noticed, and may be considered creditable. It will be long, I fear, before our Vernacular Scholars will be able to pass on from learning mere facts to reflecting on them and drawing original conclusions. The history of Guzerat is as unknown as the geography, so a work on it is being prepared.

Government Regulations and Accounts.

86. These subjects were introduced into the School Course in 1854, but only three or four of the Regulations are taught in five or six Schools, and the accounts are hardly taught at all. This is partly owing to the Masters' ignorance of these subjects, and partly to the fact that a knowledge of them is not required till the age of 17 or 18, at which most boys leave School. The sons of Tulatees and Karkoons especially, to whom Regulations and accounts are of most use, then leave School to learn business under their fathers.

Arithmetic and Numeration.

87. These subjects are studied by nearly all the boys in the Schools, and would be so by all without exception, but for

Subjects.	Per-centage.	Pro-ficiency.
Arithmetic ..	70·02	47
Numeration. .	26·67	40

the prevailing habit of neglecting arithmetic entirely after algebra and higher subjects have been commenced. Three-fourths of the boys in 31 Schools, of which there are returns, are learning the four rules of arithmetic or higher subjects, and this would be very satisfactory but for the lowness of the proficiency. There appeared to me to be throughout a superficiality and want of thorough grounding, which rendered it very doubtful whether the knowledge gained was such as would remain a permanent acquisition after the learner had left School. Mathematical studies have been divided into five orders, in the same way as reading and spelling. The percentage of boys in 30 Schools, who are studying each, is given in the margin. As some boys study more than one order, the sum of percentages will not come to exactly 100, as it did in the reading and spelling (para. 84). The small amount by which it exceeds that number is, however, a coroboration of the fact noticed above, that on commencing a new branch those previously studied are neglected.

Orders.	Percentage.
I.	7·72
II.	7·85
III.	12·4
IV.	59·04
V.	26·05

88. The remaining branches of mathematics are not studied in all the Schools, and my returns regarding them are very imperfect. The marginal table shows the percentage of boys studying each, in various numbers of Schools, and the proficiency attained.

Other branches.

Subjects.	Schools.	Per-centage.	Schools.	Profi-ciency.
Algebra	22	7·18	27	46
Geometry....	21	8·9	23	47
Trigonometry.	7	5·5	9	41
Mensuration..	8	4·89	7	41
Mechanics. ..	5	7·32	5	40

There appeared to be in the boys everywhere great aptitude for arithmetic, and quickness in learning new methods of calculation. I searched in vain, however, for indications of the general possession of deep mathematical power, or ability to apply to new relations and circumstances the mathematical knowledge which had been acquired. When a question was thrown into an unwonted form, or a figure altered or inverted, they were generally at fault, and I was compelled to infer that, in the difficult calculations and problems which were frequently executed with success, they were guided more by the memory than the mind.

89. It remains for me to notice the young Chiefs, and sons of Chiefs, who are under the care of tutors paid out of the revenues of the several States, but considered as belonging to this Department. Of the six in Kattyawar, the Thakoors of Choora and Wudwan are the most advanced. In addition to their Guzerathee studies they have learned English as far as the Moral Class Book, and a little algebra and geometry. The young Chief of Lakhtar, though progressing fairly, is not quite as studious as he was last year, and the Chiefs of Gondul and Waucaneer are still more inattentive; of the Nawob of Junagur, who is now a grown-up man, little can (now) be made, I fear. The young Chief of Warrye, in the Palhunpoor Superintendency, and his brother have only just had a tutor sent them, and are barely able to read. Eight sons of minor tributary Chieftains are in the Sadra School. Their studies have been a good deal interrupted by various circumstances; but Tejajee of Kuthosun, who is in the first class, and Pratapsing of Prempoor, and Ajaysing of Koona, who are in the second, are clever and doing well.

Young Chiefs.	
Junagur.	Lakhtar.
Gondul.	Choora.
Waucaneer.	Wudwan.

Indigenous Schools.—I. Statistics.

90. The following statistics are given from returns furnished by the Collectors and Political Agents, partially corrected from materials collected by this Department. They were all made about the month of May 1855. Those from the Agencies are only general; for details we must therefore trust to the Collectors alone.

91. The total number of Hindoo Schools in the Division, as far as can be ascertained, is 749, with 34,411 scholars. This is only .735 per cent. of the total population (vide para. 2). This percentage is, however, much reduced by taking into calculation the Agencies, where there are comparatively no Schools at all. In the Collectorates alone it is considerably higher, as shown in the second column of the marginal table. If, instead of taking the total population of the Collectorates, we take only that of the towns in which the Schools are located, it rises higher still (col. 3), and is an index of how far the people avail themselves of Indigenous education when they can get it. It is to be regretted that we have no detailed Census Returns to enable us to see how far this percentage falls short of the population who might be expected to be at School, considering the shortness of the School

Hindoo Schools. Number, &c.

Districts.	Schools.	Scholars.
Surat	135	6,006
Broach	87	2,840
Kaira	101	4,902
Ahmedabad....	151	9,410
Kattyawar	150	7,425
Palhunpoor....	38	1,193
Mahee Kanta..	58	1,752
Rewa Kanta ..	16	648
Surat Agency ..	13	235
	749	34,411

Districts.	Percentage of Total Population.	Percentage in Towns with Schools.
1	2	3
Surat	1·41	2·8
Broach	·98	2·34
Kaira	·84	2·06
Ahmedabad .	1·43	2·55

course and the early age of the children when they pass through it.

92. The 474 Schools which are in the Collectorates are located in 300 villages, of which 43, or 14·3 per cent. only have got more than one School. With the exception of the towns of Ahmedabad and Surat, which have respectively 35 and 42 Schools, and Broach which has 12, there are only 10 or 11 places which have above two Schools.

Distribution.

Districts.	With one School.	With more than one.	Total.
Surat.....	65	16	81
Broach	56	7	63
Kaira	69	9	78
Ahmedabad.	67	11	78
Total..	257	43	300

93. The size of Schools is shown by the Table in the margin. The number containing less than 20 boys is large, being 25·32 per cent. of the whole, but still not as large as it appears to be in other parts of India; and the Schools may, on the whole, be considered as of respectable size, since there are altogether only 13 containing less than 10 pupils each. The custom of the master of a house keeping a person to teach his children and those of a few of his neighbours is uncommon.

Size.

Districts.	Boys Under 20.	20 to 30.	30 to 40.	40 to 50.	50 to 100.	100 to 150.	150 to 200.	Above 200.	Total.
Surat	35	25	18	13	34	8	2	..	135
Broach	39	21	6	4	16	1	..	..	87
Kaira	23	21	15	12	22	4	2	2	101
Ahmedabad..	23	23	20	22	36	17	7	3	151
Total..	120	90	59	51	108	30	11	5	474

Permanence.

94. The returns show that 29·33 per cent. of the Schools are not permanent, but only open for periods varying from four to eight months in the year. The largest num-

ber of Schools open for four months only is in the Surat Collectorate, which is probably attributable to there being there a large number of fishermen and boatmen, whose children go to sea with their fathers and relations at an early age. There appears to be some ground for supposing that the Schools which are open for a portion of the year only are not those kept by migratory Masters, but by permanently resident ones, who are obliged to close their Schools periodically in order to cultivate their fields. Where there are no such persons able or willing to keep a School, the villagers engage some person from without, who establishes a permanent School.

Masters' Age.

95. There are no complete returns of the ages of Masters, but a fair idea may be gained from the fact that the average age of 259, living in various part of the four Collectorates, is ascertained to be 37.

Masters' Caste.

96. The prevailing caste is Brahmin, to which 97·77 per cent. of the teachers in the four Collectorates belong.

Masters' Emoluments.

97. It is almost impossible to estimate accurately the emoluments of the Masters, since they vary so much in form that in some Districts almost every village has a mode peculiar to itself. The teachers' remuneration is generally made up of fees paid in cash or in kind, or sometimes both, with a variety of perquisites and privileges in addition. In some places every boy brings every morning as much grain as he can carry in his closed hand; in others, each boy in turn provides for the Master one day's rations of food, according to a fixed scale. Some Masters receive from each pupil five ripe mangoes in the proper season, five or

seven tiles in the rains, and three pies for a cumlee or blanket in the cold weather. The fees in cash, which form the principal part of the whole, are almost universally regulated according to the progress of the pupil; fixed sums, varying in different districts, being paid on entering school, on completing different "anks," or multiplication tables, on commencing the alphabet, Lakhas, or mental arithmetic rules. A marriage fee is also paid. The marginal table is an abstract of List E. II., in which has been included every class of emoluments, the value of which it is possible to estimate or ascertain.

Districts.	Monthly Pay.		
	Maximum.	Minimum.	Average.
	Rs. as. p.	Rs. as. p.	Rs. as. p.
Surat	22 5 0	0 14 0	6 13 10
Broach	23 7 0	0 15 0	5 13 6
Kaira	51 5 8	0 15 0	8 4 6
Ahmedabad..	44 3 0	0 5 0	7 5 2
	51 5 8	0 5 0	7 0 2

98. The teachers' office is a despised one; and, indeed, it would be strange if it were otherwise, for the persons who fill it are, as a class, equally incompetent for their own or any other profession. No one tolerably well instructed would have difficulty in obtaining employment of some other kind, and none but those who could not succeed in obtaining such employment would ever turn to be Indigenous Teachers. Those families where the office has become hereditary are an exception to this, but I do not think they form any large proportion of the whole, and in attainments they are the lowest of all. Hence, the Indigenous Teachers, as a class, do not appear to have any great hold on the affections or veneration of the people. When individuals are influential and popular, it is generally because they are the customary

Masters' Position and Attainments.

performers of religious ceremonies, and the respect they receive is paid to them as Gooroos or Joshees, and not as Teachers. The attainments of almost all are low in the extreme; only a small proportion can do more than sign their names, or write a few words or forms which they have committed to memory. Of those who can do more than this, there are few; fewer still who could write intelligibly half a dozen sentences on a given subject, or understand one of the easier books used in the Government Vernacular Schools. All that they themselves know they impart to their pupils, and the extent of this is shown in para. 102.

99. I have already explained the difficulty of ascertaining the value of fees received by the Teachers. The nearest obtainable approximation to the amount paid monthly by each pupil is shown in the margin, in annas and pies. It is about double the fee which is now charged in Schools entirely supported by Government.

Fees.

Districts.	Maximum.	Minimum.	Average.
	As. p.	As. p.	As. p.
Surat	8 0	0 3	2 11
Broach	8 0	1 0	2 10
Kaira	4 0	1 0	2 4
Ahmedabad	5 1	0 6	2 1

100. There are no detailed returns of ages of pupils. It appears, however, from all accounts, that they go to School when from 4 to 6 years old, and remain there from 2 to 5 or 6 years, according to the length of the course which the Master is directed or able to teach them, and their quickness in learning it.

Children's Age.

101. The castes of children in the 474 Schools in the four Collectorates are as per margin. It is interesting to

Children's Castes.

Castes.	Scholars.	Percentage.
Brahmins....	4,690	20·25
Kshatrees....	235	1·02
Banians	6,656	28·74
Mahomedans.	1,361	5·88
Artisans and Cultivators.	7,080	30·57
Merchants and Shopkeepers.	1,311	5·66
Miscellaneous.	1,825	7·88
Total..	23,158	100

compare this Table with that of the castes of pupils in Government Schools (para. 69). There the Banians and Brahmins together were 68·73 per cent. of the whole, here they are only 50·01, and the artisans and cultivators are more numerous than either taken separately. Of the latter class the Koonbees alone form 67·6 per cent.

Indigenous Schools.—II. Studies.

102. The studies in Indigenous schools have been described by Mr. Fawcett, in his Report on the Ahmedabad Collectorate (p. 71). On first entering School, about two months are employed in teaching the boy to count from 1 to 100, and mark down the numerals on a sanded board or on the ground. He is then set to learn by heart the "anks," or multiplication tables. The number of these varies much in different parts, and it is difficult to describe them, but in general every whole number from 1 to 40 is multiplied by every number from 1 to 10, and by fractions up to $3\frac{1}{2}$, or even $7\frac{1}{2}$. On being perfect in multiplication, the boy learns the alphabet and "nama," or the formation of simple syllables and proper names, and commits to memory and practises writing a number of formal headings of business, letters of advice, and bills of exchange. He next learns by heart the "dhatos," or tables of weights, measures, and currency, and finally passes on to mental arithmetic. The Lekhanee Kuncheo are the practical application of the complicated multiplication tables and Dhatos which have been learned before, and either consist of or are connected with a great variety of rules for the

calculation of practice, interest, discount, and a large number of the questions usually found among the "miscellaneous examples" in works on arithmetic. The proficiency attained in these is sometimes wonderful, and an average number acquire a facility of calculation which must be very useful to them in after life.

103. The above subjects are not studied in all Schools. The writing of letters and hoondees, and the more difficult mental arithmetic are sometimes omitted even in the best. In Schools which may be called middling only the "anks" and part of the Lekhas are taught, and in the worst nothing but "anks."

Same subject.

Good	133
Middling	73
Bad	53
	259

104. The following remarks of Mr. Hadow, the Collector of Ahmedabad, apply generally to all the Schools;—"It would be," he writes, "a step in advance, if learning to read at all was taught in the schools. * * * As was the case 25 years ago, so it is now, moderate proficiency in reading and writing is acquired after the boys leave the schools, either by attending the shops of bankers and merchants, where accounts and commercial correspondence are learned, or by studying at home."

Same subject.

105. The Schools are generally held in the Masters' houses, the rent of which is paid either by them or the people. Sometimes Dhurumsallas or other rent-free places are used, and also, but more rarely, temples.

School-houses.

106. The discipline is strict, and the punishments are severe. Detention in school during play-hours, pulling the ears,

Discipline.

and slapping the cheek, are resorted to for trivial offences; and flogging, or tying the hands behind the back, and then loading them with heavy weights, for the graver ones. Punishment is not inflicted with a view to reform, but only to deter from future transgression.

Mussalman Schools.

107. There are in the four Collectorates 104 Mussalman Schools, containing 1,746 children, of whom 115 are reported to be girls. In all these the Koran is the chief class-book. In some Schools Persian is taught after the Koran has been finished, the text-books being the Gulistan, Bostan, Pandnama, &c. Writing from dictation is sometimes added, but arithmetic never. The great poverty of the Mussalman population makes the earnings of the Masters low and precarious, and many are obliged to depend for their support on other occupations besides teaching, such as weaving, making hats, and patterns for work, and even begging.

Borah Schools.

108. There are in the four Collectorates 14 Borah Schools, containing 464 pupils, of whom no less than 217 are girls. The Koran is the universal text-book, and a fee of from eight annas to one rupee, according to the circumstances of the pupils, is paid for learning each chapter. Besides this, a small weekly fee (one or two pice), and presents on holidays and marriages, are given.

The Daras.

There is at Surat an extensive College called "Daras," for the preparation of Missionaries to propagate the Borah tenets. It has a large staff of Doctors, Professors, and Teachers, and about 200 students, whose ages range from 15 to 50 years. The whole of these are boarded, lodged, and clothed, and

the educational staff is also paid by the Moola of Surat, at a cost, it is said, of Rs. 5,400 per mensem. The students come from Oojein, Gwalior, Burhanpoor, Nagpoor, and all parts of this Presidency, and return to these places when fully instructed. The instruction is, of course, religious; but it is said that those who wish it can also be taught History, Geography, Astronomy, and Medicine, but not Law.

Parsee Schools.

109. There are 14 Parsee Indigenous Schools, and 12 Schools under the management of the Parsee Punchayet at Bombay. They contain 1,025 boys and 264 girls. The Masters of the Indigenous Schools are all priests, who have other sources of income besides teaching. For the latter they receive fees and perquisites of various kinds, amounting, on an average, to Rs. 3 per mensem. They give religious instruction only, from manuscripts prepared by themselves. In five of the Punchayet Schools the instruction is religious only. In the others it resembles that of the inferior Government Schools. No fees are taken. At Surat there is a Punchayet English School with 78 pupils, which is equal to the inferior Government English Schools. There is also a School for teaching the Persian and Pehlevi languages, established by a subscription among the Parsees. It has 60 boys.

Parsee Needle-work Schools.

110. There are six Schools in Surat, and one in Broach, in which needle-work of all kinds is taught by School-mistresses to girls of the middle and lower orders. The attendance ranges from 12 to 30. The Mistresses are remunerated by receiving the needle-work performances and domestic services of their pupils.

111. There are four Murathee Schools at Ahmedabad and one at Broach, with 137 pupils in all; and at the former city there is a Sanskrit School, the only one mentioned in the returns. These are on the same system as other Indigenous Schools, and do not require further notice. For the details of Missionary and private Schools I beg to refer to List D.

Miscellaneous Schools.

112. The entire number of Indigenous Schools in the four Collectorates, including the Schools for needlework, is shown below. The total number of Schools is 1·34 per cent. of the entire population. Unfortunately there are no data from which to ascertain the percentage of each denomination.

Hindoo.		Maho-medan.		Borah.		Parsee.		Mura-thee.		San-skrit.		Total.	
Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
474	23,158	104	1746	15	664	28	1424	5	137	1	7	627	27,136

Indigenous Schools.—III. Remarks.

113. The Indigenous School system has been found in other parts of India to be so wide-spread and deep-rooted an institution, that it has been repeatedly laid down that no scheme of Government education can be successfully carried out, unless it be based upon it. I am humbly of opinion that this is not the case here. We have seen that there are Indigenous Schools in only 300 out of the 2,885 villages which the four Collectorates contain; that they attract about two per cent. of the population of these villages; that the Masters have not, as a class, any great hold on the affections of the people; and that the instruc-

tion they give is, with the single exception of mental arithmetic, barely worthy of the name, and of no use in after life. We have also seen (para. 19) that, small as for a long time were the means available for promoting education, our Schools have slowly but steadily gained ground from the year 1833 up to the present time, and that, where they have been enabled to meet the Indigenous Schools on equal terms, the latter have given way. Supposing that we adopt, as the basis of our system, these Indigenous Schools, few and bad as they have thus been shown to be, and endeavour to improve them by the usual indirect methods of distributing prizes, selling books, and advising, admonishing, and applauding the Masters, what will be the result? There will no doubt be a great increase in the number of Schools and Scholars. All who have at any period of their lives been Teachers will, unless much better employed, return to their old occupation; all who have been unable to succeed in life—the ignorant, the unprincipled, and the infirm—will flock to a profession which the Government delights to honour. But will the improvement be real as well as apparent? Can we, with the books we sell or give away, give also the power to read, to understand, and to appreciate them, and afterwards, which is harder still, to impart this power to others? Will our advice, approbation, or rebukes, give the Masters the knowledge, discernment of character, patience, self-control, impartiality, and zeal, which are among the first requisites of a Teacher? Or, supposing our system to include Normal Training, will the persons whom we train, and send out to find a living where they can as Indigenous Masters, be sufficiently numerous to displace their more ignorant brethren? Or, granting that they will be so, will the people always have discri-

mination to reject the bad and choose the good? I doubt it. Such a system might show on paper results which were to all appearance satisfactory in the extreme, and these results might far exceed any that had been previously attained; but still it would fail in the vital point, that education under it would be neither sound nor thorough, and at anything short of soundness and thoroughness it is not worth while to aim. There cannot be sound and thorough education in a School without method and discipline, and these cannot be ensured here without regular control over the appointments and actions of the Masters.

Same subject.

114. It appears, therefore, that a complete system of Government Schools, such as has been found to answer so well in Prussia, Saxony, and other European countries, is not only in theory the most suitable for a despotic Government to adopt, and an oriental people to receive, but also that which is in actual practice found most adapted to local circumstances. The expense may be met by taking the funds which, it has been stated (para. 36), the people will not be, on the whole, averse to giving. Towards the comparatively few existing Indigenous Schools the best policy will be that which has recently been adopted, namely, to borrow from them those studies upon which their popularity mainly depends, and to teach them (as we well may) better than the ignorant Indigenous Masters are able to do. The effect of this in the small villages will be that our Schools will drive the Indigenous ones out, and their Masters will, if bad, take to other occupations, and, if tolerable, remove to other villages which we have not reached. In the towns, the Indigenous Masters will confine their teaching to the alphabet and "anks," and so become useful and

inexpensive inferior departments of our Schools. To discuss the subject in all its bearings would exceed the limits of this Report. The above remarks have been offered in accordance with para. 2 of your Predecessor's letter No. 1690, of July 14th.

Conclusion.

115. Before bringing this Report to a close, I must express my regret at the incompleteness of the statistics which it contains, and the numerous errors which have crept into the Tables. Many returns it did not occur to me to call for till the season was far advanced, and many that were called for have not been received. As this is the first report of a new Department, I trust that it will be viewed with indulgence. No pains will be spared to make the next one more complete.

I have the honour to be,
Sir,
Your most obedient Servant,

T. C. HOPE,
Educational Inspector Guzerat Division.

APPENDIX [G].

REPORT OF THE GRANT MEDICAL COLLEGE FOR 1855-56.

ANNUAL REPORT

OF THE

GRANT MEDICAL COLLEGE,

BOMBAY.

TENTH YEAR.—SESSION 1855-56.

Bombay:

PRINTED AT THE

BOMBAY EDUCATION SOCIETY'S PRESS.

1856.

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GRANT MEDICAL COLLEGE,

BOMBAY.

TENTH YEAR.—SESSION 1855-56.

PROFESSORS.

Principal, and Professor of Medicine	C. MOREHEAD, M.D. (Absent on sick certificate.)
Acting ditto	J. PEET, Esq.
Professor of Chemistry and Botany	H. GIRAUD, M.D. (Absent on sick certificate.)
Acting ditto	R. HAINES, M.B.
Professor of Surgery	J. PEET, Esq. (Acting Principal, and Professor of Medicine.)
Acting ditto	G. R. BALLINGALL, M.D.
Professor of Materia Medica...	E. IMPEY, Esq.
Professor of Medical Jurisprudence.....	W. CAMPBELL, M.D.
Professor of Ophthalmic Surgery.	H. J. CARTER, Esq.
Professor of Anatomy and Physiology, and Curator of the Museum.....	G. R. BALLINGALL, M.D. (Acting Professor of Surgery.)
Acting ditto	J. H. SYLVESTER, Esq.
Professor of Midwifery	W. C. COLES, M.D. (On other duty, temporarily.)
Acting ditto	C. C. MEAD, Esq.

ANNUAL REPORT.

1. The tenth Session of the College was opened on the 15th June 1855, the Introductory Lecture being delivered by the Professor of Chemistry, Dr. Giraud.

Opening of the Session.

2. Shortly before the commencement of the Session, the usual Matriculation Examination was held, for the admission of students into the College. The number of candidates was considerably larger than on any previous occasion. There were in all thirty-six, viz. fifteen Parsees, fifteen Hindoos, two Armenians, one Borah, one Mussulman, and two Portuguese. Of this number, thirteen Parsees, seven Hindoos, two Armenians, one Portuguese, and one Borah, or twenty-four in all, were found qualified.

Matriculation Examination.

3. It is, however, a subject of regret that the Hindoo students, finding the stipends were all filled, did not join the College.

Hindoo Students.

4. The stipends just referred to are twenty-five in number, each of the value of Rs. 8 monthly. They were established by Government with the view of encouraging deserving young men, from amongst the poorer classes of the community, to enter upon the study of the Medical Profession.

Stipends.

The plan adopted in awarding these stipends has

been to offer them in rotation to those students who stand at the top of the list at the matriculation examination, and who allege their circumstances to be such as absolutely to require pecuniary assistance. It usually happens that more Parsee than Hindoo students occupy the position which entitles them, under the principle just stated, to the offer of stipends, and, consequently, many Hindoo candidates are excluded from participating in the advantages arising from their distribution. Provided the circumstances of the successful candidates are such as absolutely in all cases to require Government assistance, the principle of selecting those who have passed the best examination is probably unobjectionable; but I have reason to believe that stipends are sometimes held by young men, the position in life of whose friends should render them averse to receive eleemosynary aid. If it were generally appreciated that it is more independent and satisfactory for every parent to support his children whilst they are receiving instruction calculated to fit them for the duties of an honorable and often lucrative profession, than for this purpose to become a recipient of the bounty of the State, it would, I think, be found that fewer stipends would be accepted by members of the Parsee community, and that, consequently, of those with which the College is endowed, a large number would fall to their more indigent fellow-countrymen, for whose benefit they have been founded. This subject will be brought prominently under the notice of the Director of Public Instruction, and, I doubt not, measures will be taken to remedy what, if it were permitted to continue, would become an evil of great magnitude.

Changes in the Professors.

5. During the past year, the College has been deprived of the valuable services of the Professor of Chemistry and Botany, Dr. Giraud,—failing health having compelled him to seek for change of climate in Europe. He has been succeeded by Mr. Haines, whose previous connection with the College, whilst acting in the chair of chemistry, has rendered him fully conversant with the duties of the office.

Recognition of the College by the University of London.

6. In my last Report I had the pleasure to announce that the College had received the recognition of the Royal College of Surgeons of England, as one of its affiliated Schools for medical instruction. During the past Session a similar recognition has been forwarded from the University of London.

Departure of a Graduate to England.

7. With the view of taking advantage of the relation which now subsists between this College and the examining bodies in the mother country, one of the Graduates, Mr. Rustomjee Byramjee, proceeded to England in June last.

Favourable accounts received of his proceedings there.

8. Favourable accounts of this gentleman's proceedings have from time to time been received.

Complete medical education imparted in the College.

9. There cannot be a doubt that benefit will be derived from the wider sphere of observation and research which a visit to England affords; at the same time, the

searching and complete nature of the examination conducted by the Government Examiner and Assessors has proved that all the means and appliances of a perfect medical education are here available.

Rules for the promotion of Sub-Assistant Surgeons.

10. There is another circumstance affecting the interest of the Graduates of the College which deserves notice. By the regulations for the guidance of Sub-Assistant Surgeons it is provided that this class of officers, as a general rule, will be eligible for promotion from the third to the second grade at the expiration of seven years from the date of appointment. In the event, however, of a Sub-Assistant Surgeon distinguishing himself for a period of years by great assiduity in the discharge of his professional duties, and, at the same time, by making contributions to medical science, creditable to his industry and professional attainments, he will become eligible for promotion to the superior grade without reference to period of service; but in no instance will the promotion take place till he has been examined in Medicine, Surgery, and Midwifery, and favourably reported on by the Professors of the Grant College.

Same subject.

11. In the opinion of the Medical Board and of Government, Mr. Anunta Chundroba, Sub-Assistant Surgeon in charge of the Charitable Dispensary at Kurrachee, has performed his duties in so creditable a manner, and has exhibited by his medical reports such an amount of professional zeal and acquirement, as to render him eligible for promotion without reference to period of service.

12. This gentleman has consequently presented himself for examination before the Professors of the College. As this was the first instance of the examination of a Graduate, it may be proper to state briefly the course which was followed:—One day was devoted to each subject. The examination commenced on each day with *vivâ voce* questions, and was continued for an hour; the remainder of the day, from 12 to 4 o'clock, was spent in writing answers to written questions. The questions will be found in Appendix Q.

Examination of Mr. Anunta Chundroba.

13. I am happy to report that the result of this examination has proved the Sub-Assistant Surgeon's fitness to be promoted to the higher grade.

Result.

14. The course of instruction during the Session has been attended by seventy-six pupils, and has been conducted in the manner fully described in former reports.

Course of Instruction.

15. The Professor of Anatomy and Physiology, Mr. Sylvester, reports that "the anatomical course has consisted of one hundred lectures, which comprised the whole descriptive anatomy and mechanism of the human body. A class examination was held weekly during the entire course, and the supply of subjects for illustration and dissection was abundant. A new series of diagrams was painted and used, for the better representation of the muscular, arterial, and nervous systems.

Anatomy and Physiology.

"The number of lectures on Physiology was increased to fifty-six.

" In order to render the course complete, they comprised the subjects of locomotion, circulation, digestion, absorption, nutrition and growth, respiration, secretion, generation, and innervation.

" At the commencement of the session a general outline of the Animal Kingdom was given, as well as the fundamental principles upon which the various classifications are based ; and in the subsequent part of the course, a brief view of the organisation and physiological relations of each class of living beings.

" The microscopic structure and development of the vital organs, the modifications they present in the long series of the animal creation, and changes worked in them by disease, were minutely detailed, and, like the anatomical course, abundantly illustrated by diagrams and preparations, and a weekly examination was instituted."

16. The lectures on Chemistry were delivered by Dr. Giraud up to the end of December. Upon his departure to Europe, on sick certificate, they were taken up by Mr. Haines, and continued by him until the end of the Session. Mr. Haines reports :—" Since commencing my duties on the 1st January, nineteen lectures and nine examinations have been given on magnetism, electricity, and organic chemistry. The whole course has consisted of seventy-two lectures and thirty-three examinations, and has been conducted in the same manner as in previous years."

Chemistry.

17. Botany, being a Summer Course, was completed by Dr. Giraud before his departure. Thirty-two lectures were given, and twenty examinations held.

Botany.

18. Practical Toxicology has been taught in the laboratory by the Professor of Chemistry, from 1st November to 15th March, as in former years.

Practical Toxicology.

19. The course of the Principles and Practice of Medicine has consisted of one hundred and twelve lectures. Periodical examinations, both written and oral, have been held; and besides the systematic lectures, between thirty and forty clinical lectures have been delivered.

Medicine, and Clinical Medicine.

20. The same careful attention, as in former years, has been paid to clinical instruction in the wards of the Jamsetjee Jejeebhoy Hospital.

Clinical Instruction.

21. "The course of Surgery," Dr. Ballingall states, "has been extended to one hundred lectures. Greater attention has, in consequence, been paid to the subject of surgical pathology, including the various processes of repair and reproduction of injured and lost parts. The microscope has been used to demonstrate the structure of morbid growths, ample opportunity of investigating the more common kinds of these being afforded by the Jamsetjee Jejeebhoy Hospital.

Surgery, and Clinical Surgery.

"During the first half of the session operative surgery was taught twice a week in the dissecting-room.

"The clinical instruction was conducted exactly in the same manner as in former years, greater attention being, however, directed to the cases of the Out-patient Dispensary, which, from their being of every-day occurrence, are probably of more importance to

the student than many of the more serious cases in the wards."

Ophthalmic Surgery.

22. I have been favoured by the Professor of Ophthalmic Surgery, Mr. Carter, with the following report of his class :—

" The course of Ophthalmic Medicine and Surgery consisted of twenty-six lectures, and thirteen examinations; during which, the anatomy of the eye and its appendages was fully described, as well as its physiology, so far as relates to the understanding and treatment of ophthalmic affections ; also the process of inflammation abstractedly.

" Inflammation generally, and then specially, with wounds of the eye-ball, formed the second division of the course, commencing with general inflammation of the organ, and its treatment, together with that of wounds ; then going on successively to special inflammations of the conjunctiva, cornea, iris, choroid coat, retina, and optic media.

" Glaucoma, amaurosis, and cataract were treated of separately and together, and the several operations for the latter, as well as for artificial pupil, described.

" The third division included malignant affections of the eye, and the fourth, descriptions of the different affections of the lids and lachrymal apparatus, together with the operations for remedying their consequences.

" The course has been illustrated by diagrams so far as my own and the resources of the College would admit ; and throughout the session clinical instruction has been given to those students who have been in attendance at the Eye Dispensary."

23. The Professor of Materia Medica, Mr. Impey, states that "The general arrangement pursued in the course of lectures on Materia Medica during the session of 1855-56 was that which I found adopted by my predecessors, and which appeared to me the most rational, viz. the division of the subject into the three great and characteristic classifications,—the mineral, vegetable, and animal kingdoms (which may be termed the natural system),—preceded by a few necessary lectures on the operations of pharmacy, by some on the important subject of tropical hygiene, and by others on some of the remedial agents, such as electricity and galvanism, and which did not admit of introduction under any of the above heads.

Materia Medica.

"There were some points, however, in which I conceived a departure from the details of this arrangement proper, and these were,—

"1*st*.—The curtailment of the descriptive and distinctive characters of a large number of European and foreign drugs that are seldom imported into this country, and which the student or practitioner is never likely to meet, except in the shops of the druggists, and the substitution or devotion of more time to the therapeutic uses of medicines, and their application, not to disease in general, but to special and known diseases. It appeared to me that this fulfilled more appropriately, and assisted better, the practical nature of the instruction imparted in this College, and that it burdened the memory less, and not at the expense of more material knowledge.

"2*nd*.—The introduction into the course of a full description, not only of prominent Indian drugs, mineral and vegetable, of known utility, which might

with safety be used as substitutes for European medicines, and which possessed the merits, for general purposes, of convenience, accessibility, and cheapness, but also of those known to be extensively employed in Native practice, which, as far as could be ascertained, were devoid of medicinal powers.

"In illustration of these, I commenced a collection of indigenous medicines found in the bazar; but those procurable in Bombay alone enlarged so much under inquiry and research that I was unable to complete it satisfactorily before the session closed."

Medical Jurisprudence.

24. Upon the subject of Medical Jurisprudence Dr. Campbell reports:—

"Sixty-five lectures were delivered on Medical Jurisprudence, and a weekly examination held, during the session. Seven lectures were given on insanity, and on each Saturday of the four weeks over which this portion of the course extended, two hours were devoted to clinical instruction on the subject, in the wards of the Lunatic Asylum at Colaba.

"In all other respects, the course has been conducted exactly as in the preceding session."

Midwifery, and Diseases of Women and Children.

25. Mr. Mead, the Acting Professor of Midwifery, has furnished the following report of his class:—

"During the past session I have delivered sixty-two lectures, and have held twenty-five examinations, each of an hour's duration. Forty-four lectures were devoted to the subject of midwifery, including the diseases of the puerperal state, and the rest (eighteen) were devoted to the diseases of women unconnected with pregnancy, and to the diseases of infancy, giving prominence to the diseases of women, those of chil-

dren having been more prominently dwelt upon in the former session. The pupils attending my class have witnessed the operations of turning, craniotomy, and evisceration. They have had also opportunities of clinical instruction in some of the more important diseases of the unimpregnated state; and they have attended the Dispensary for the diseases of women and children."

First Certificate Examination.

26. At the close of the Session, six students presented themselves for "First Examination Certificates." Of these four were found qualified, viz. Jumnadas Hurgovindas, Bhikajee Amroot, A. P. de Andrade, and Wamon Wassoodave.

Diploma Examination.

27. The final examination was conducted by Dr. Don, Inspector General of Hospitals, the Government Examiner; Mr. Stovell, Surgeon of the European General Hospital, Dr. Arbuckle, Civil Surgeon, and Mr. Craig, Surgeon of the Marine Battalion, Assessors. Six candidates presented themselves for examination, viz. Henry Horne, A. M. Continho, Burjorjee Ardaseer, Cooverjee Dorabjee, Dheerajram Dulputram, and A. de Souza. They were all found qualified.

Award of Scholarships.

28. Scholarships have been awarded to A. P. de Andrade, Bazonjee Rustomjee, Cursetjee Framjee, Jumnadas Hurgovindas, Wamon Wassoodave, Eduljee Nusserwanjee, Muncherjee Byramjee, J. N. Mendoza, and Byramjee Nowrojee.

Sir Jamsetjee Prize.

29. The Sir Jamsetjee Jejeebhoy Medical Prize of Rs. 250 was awarded by the Government Examiner

to Burjorjee Ardaseer. This prize is the interest of a donation of Rs. 5,000 contributed by Sir Jamsetjee Jejeebhoy in the year 1848.

Sir Jamsetjee's Book Fund.

30. The interest of another donation of Rs. 10,000, contributed by the same munificent individual, has, in accordance with the terms of Sir Jamsetjee's letter of presentation, been disbursed at the discretion of the Principal, in assisting the deserving students in providing themselves with books. The details of the manner in which Sir Jamsetjee's views have been carried out will be found in Appendix Y.

Student-Apprentices.

31. Nine Student-Apprentices have been examined for Certificates of Qualification. Eight have been found qualified, viz. J. Silvester, W. Wilson, J. Kinlock, R. L. McLean, Pandoo Chowan, Ellapah Lingoo, J. Neil, and J. B. Bedford.

Burnes Medal.

32. The Burnes Medal, presented by the Masonic Brethren of Bombay, has been awarded to J. Silvester.

Improvement in the conduct of Student-Apprentices.

33. In the last Report of the College I had occasion to bring to the notice of the Medical Board that the conduct of the Student-Apprentices had not been satisfactory. I am happy to be able to state, that during the past Session there has been a marked improvement in their habits and demeanour. The effect of this change was exhibited in a striking manner at the examination which has just been concluded, the creditable appearance made by these young men affording proof that much of their time had been spent in reading and study.

34. The change in the general behaviour of the Student-Apprentices is not, I am certain, of a temporary nature, —it has resulted from a conviction on their part, that whilst good conduct and industry will with certainty be rewarded, irregular habits and idleness will with equal certainty be visited with punishment and disgrace.

Cause.

35. But, whilst expressing my belief that a better appreciation of their position, and of the consequences of misconduct, has mainly operated in leading to more diligent and orderly habits, I by no means lose sight of another circumstance which has had considerable influence. I allude to the advantages they have enjoyed in receiving moral and religious instruction from the Rev. Mr. Gibson, who has most kindly devoted an hour weekly in conveying it. I would further remark, that the circumstance of one candidate only out of nine having failed to pass the examination is very encouraging, inasmuch as it affords satisfactory evidence, that with proper application and diligence any young man of ordinary capacity may make himself certain of success.

Same subject.

36. The Willoughby Prize has been again offered for competition, but no competitors have appeared.

Willoughby Prize.

37. The admissions into this excellent Institution continue to be few in number,—a statement of the numbers treated forms Appendix L.

Sir Jamsetjee Jejeebhoy Obstetric Institution.

38. During the Session some valuable additions have been made to the Museum. One hundred and

Museum.

twenty-one preparations, some of them of great value, and prepared with extreme care and skill by the Curator (Mr. Sylvester), have been added during the year, whilst through the liberality of the Honorable Court of Directors seventy-six wax models have been forwarded from England.

39. An important addition to the rewards of merit, with which the College is liberally endowed, has been contributed by a distinguished promoter of education and enlightenment amongst his fellow-countrymen, Hemabhoy Vukhutchund Nuggursett of Ahmedabad.

40. Upon the occasion of the Governor General's visit to the College in January last, it was intimated to me that Hemabhoy Vukhutchund was desirous of presenting a gold medal annually to one of the most successful students.

41. On the 13th February last I had the pleasure to receive the following letter :—

To the Acting Principal of the
Grant Medical College.

Sir,—My visit the other day to the Sir Jamsetjee Jejeebhoy Hospital and Grant Medical College afforded me so much gratification that I am desirous, as I told you on the occasion above referred to, of giving a prize to a deserving student of the College.

For this purpose, I now beg to hand you three Government Promissory Notes, Nos. 20312, 20313, and 20314 of 1854-55, for Company's Rs. the first of 800, and the last two of 500 each, together for Company's Rs. 1,800, endorsed to you in your official capacity, the annual interest on which I request may be

devoted to the presentation of a Gold Medal in my name to the most deserving Student of the Grant Medical College in any branch of study you may think proper.

I have the honour to be, &c.

(Signed) HEMABHOY VUKHUTCHUND NUGGURSETT,
of Ahmedabad.

Bombay, 13th February 1856.

42. A photographic picture of the donor has been forwarded to England, with the view of having his likeness stamped upon the medal, in commemoration of his liberality and enlightenment.

43. The only other circumstance of interest which it seems necessary to mention, is the success which continues to attend the operations of the Grant College Medical Society. This Society was organised by the Principal of the College, Dr. Morehead, in the year 1851. To establish a profession of medicine, Dr. Morehead felt that something more was requisite than merely to provide persons capable of practising it. It was essential that there should be exhibited to the people at large a class of persons, not only remarkable for the possession of medical knowledge, but distinguished by zealous and continued perseverance in the pursuit of it, by honorable and high-minded conduct, by union and good feeling amongst themselves. In the Report of the College for 1851-52 Dr. Morehead thus states his views :—

"The importance of contriving means of encouraging in the young medical men of India those habits of continued systematic study and accurate observation, without which there can be no successful cultivation of medical science or useful practice of medical art, was

felt by my colleagues equally as by myself. We knew that in European countries the institution of societies had done much towards developing and maintaining a spirit of scientific co-operation, and of friendly professional intercourse, and we came to the conclusion that the same means, rightly used, might be made in this country to conduce to the same useful ends."

Under these views, the best means of ensuring what seemed in the highest degree necessary was to associate the Graduates together by a common bond of union,—that members at a distance might thus have an opportunity of keeping up a communication with their fellow-Graduates, and with their teachers; that an honorable emulation might be excited amongst all, in the promotion of scientific research; and finally, that sentiments of friendship and good will might be encouraged and maintained.

44. The Society commenced its operations in January 1851. Monthly meetings have since been regularly held, at which papers and cases have been read and discussed. Whilst all of these papers are more or less creditable to the industry and professional zeal of their authors, there are some prepared with so much care and ability as to have commanded the high approval of all who listened to them.

45. I cannot conclude this Report without expressing my grateful sense of the cordial co-operation I have received from my colleagues, in the promotion of every measure calculated to advance the interests of the Institution.

APPENDICES

TO THE

ANNUAL REPORT OF THE GRANT MEDICAL COLLEGE.

TENTH YEAR.—SESSION 1855-56.

APPENDIX A.

List of Candidates for Admission as Students into the Grant Medical College; with the Result of the Examination held on the 27th April and 11th June 1855.

No.	Names.	Caste.	School where educated.	Qualified or not.	Remarks.
1	Dossabhoy Pestonjee.....	Parsee	Broach Govt. English School.		
2	Robert Michael.....	Armenian....	Mr. Boswell's School.....		
3	Ramdas Bhanjee	Bhatia	Elphinstone Institution		Did not join.
4	Heerajee Eduljee	Parsee	Ditto		
5	Muncherjee Byramjee	Ditto	Ditto		
6	Jamsetjee Byramjee	Ditto	Ditto		
7	Byramjee Nowrojee	Ditto	Ditto		
8	Wassoodave Juggonnath ..	Purbhoo	Ditto		Did not join.
9	John N. Mendonça	Portuguese ..	American Mission Institution		
10	Jehangeer Jamsetjee.....	Parsee	Elphinstone Institution....		
11	Stephen L. Michael.....	Armenian....	Mr. Boswell's School.....		
12	Cowasjee Hormusjee.....	Parsee	Elphinstone Institution		
13	Surfoodin Sumsoodin	Borah	Ditto	Qualified.	
14	Rustomjee Hormusjee	Parsee	Ditto		
15	Cowasjee Mendozjee.....	Ditto	Ditto		

16	Dadabhoy Jamsetjee.....	Ditto	Parsee Benevolent Institution		
17	Cursondas Mooljee	Banian.....	Elphinstone Institution		Did not join.
18	Gungaram Govind	Mahratta....	American Mission Institution		Ditto.
19	Cowasjee Sorabjee.....	Parsee	Surat Govt. English School.		
20	Framjee Merwanjee	Ditto	Elphinstone Institution....		Did not join.
21	Pundhareenath Succaram..	Sonar	Free General Assembly's Institution		Did not join.
22	Gunput Shamrao	Purbhoo	Genl. Assembly's Institution		Ditto.
23	Dinsha Jamsetjee	Parsee	Parsee Benevolent Institution		Ditto.
24	Crustnarao Ramchunder ..	Pachculshee..	Money Institution		Ditto.
25	Abdus Summad.....	Mussulman Convert.	Free Genl. Assembly's do..		
26	Muccoond Cassinath.....	Sonar	American Mission Institution		
27	D. F. de Silva	Portuguese ..	Free Genl. Assembly's do..		
28	Nana Baljee	Sonar	Ditto		
29	Muccond Juggonnath	Shenvee	Genl. Assembly's Institution.		
30	Ramchunder Dinkur.....	Brahmin	Free Genl. Assembly's do...		
31	Rustomjee Eduljee	Parsee	Elphinstone Institution....	Not Qualified.	
32	Nanabhoy Eduljee	Ditto	Ditto		
33	Atmaram Balcrustna	Purbhoo	Ditto		
34	Sudasew Succaram	Brahmin	Genl. Assembly's Institution.		
35	Gunput Morojee	Purbhoo	Elphinstone Institution....		
36	Govind Bhicajee	Sonar	Free Genl. Assembly's do.		

JOHN PEET,
Acting Principal, Grant Medical College.

APPENDIX B.

List of Students in attendance in the Grant Medical College, during the Session 1855-56.

No.	NAMES.	Caste.	Age on Admission.	Native Town.	In what School educated.	Date of Admission.	REMARKS.
	Free.						
1	Henry Horne	Indo-Briton..	16	Bombay ..	Mr. Boswell's School.....	15th June 1850	Now a Graduate.
2	Jejeebhoy Bazonjee	Parsee	18	Ditto ..	Elphinstone Institution....	15th June 1854	
3	Robert Michael	Armenian....	17	Ditto ..	Mr. Boswell's School.....	15th June 1855	
4	Byramjee Nowrojee	Parsee	18	Ditto ..	Elphinstone Institution....	Ditto.	
5	John N. Mendonça	Portuguese ..	17	Ditto ..	American Mission Inst.....	Ditto.	
6	Jehangeer Jamsetjee....	Parsee	20	Ditto ..	Elphinstone Institution....	Ditto.	Discontinued his attendance.
7	Stephen L. Michael	Armenian....	21	Ditto ..	Mr. Boswell's School.....	Ditto.	
8	Cowasjee Hormusjee....	Parsee	17	Ditto ..	Elphinstone Institution....	Ditto.	
9	Surfoodin Sumsoodin ..	Borah	17	Ditto ..	Ditto	Ditto.	
10	Rustomjee Hormusjee ..	Parsee	18	Ditto ..	Elphinstone Institution....	Ditto.	
11	Cowasjee Mendozjee	Ditto	17	Ditto ..	Ditto	Ditto.	
12	Dadabhoy Jamasjee	Ditto	18	Ditto ..	Parsee Benevolent Inst....	Ditto.	
13	Cowasjee Sorabjee	Ditto	18	Surat	Surat Government English School	Ditto.	

Stipendiary.

14	Dheerajram Dulputram.	Kayust.	19	Surat	Surat Govt. English School.	15th June 1851	Now a Graduate.
15	Angelino de Souza.....	Portuguese ..	19	Bombay ..	Elphinstone Institution....	Ditto.	Ditto.
16	Antonio M. Continho..	Ditto ..	19	Goa	Free Church Institution..	Ditto.	Ditto.
17	Cooverjee Dorabjee	Parsee	18	Bombay ..	Elphinstone Institution....	Ditto.	Ditto.
18	Burjorjee Ardaseer	Ditto	16	Ditto	Ditto	Ditto.	Ditto.
19	Bazonjee Rustomjee	Ditto	18	Ditto	Ditto	15th June 1852	
20	Cursetjee Framjee.....	Ditto	16	Ditto	Ditto	Ditto.	
21	Cowasjee Nowrojee	Ditto	19	Ditto	Parsee Benevolent Inst....	Ditto.	
22	Jumnadas Hurgovindas..	Banian	18	Surat	Elphinstone Institution....	15th June 1853	
23	Bhikajee Amroot	Brahmin ...	18	Ankloas ..	Poona College.....	Ditto.	
24	Wamon Wassoodave	Ditto	18	Poona	Ditto	Ditto.	
25	Rustomjee Cowasjee	Parsee	21	Surat	Educated by Mr. Green....	Ditto.	
26	A. P. de Andrade	Portuguese ..	20	Goa	Free Church Institution ...	Ditto.	
27	Ramchundra Narayen ..	Sonar	17	Bombay ..	Free Genl. Assembly's do...	15th June 1854	
28	Eduljee Nusserwanjee ..	Parsee	17	Ditto	Elphinstone Institution....	Ditto.	
29	Annundrao Wassoodave..	Sonar	17	Ditto	Genl. Assembly's do.	Ditto.	
30	Huree Vishnoo	Brahmin	17	Rutnagherry.	Elphinstone Institution	Ditto.	
31	Burjorjee Framjee.....	Parsee	17	Bombay ..	Ditto	Ditto.	
32	Pestonjee Muncherjee ..	Ditto	18	Ditto	Parsee Benevolent Inst.	Ditto.	
33	Pestonjee Bomanjee	Ditto	19	Surat	Ditto	Ditto.	
34	Manockjee Aderjee	Ditto	18	Bombay ..	Elphinstone Institution ...	Ditto.	
35	Dossabhoy Pestonjee....	Ditto	17	Broach ...	Broach Govt. Eng. School..	15th June 1855	
36	Heerajee Eduljee	Ditto	18	Bombay ..	Elphinstone Institution....	Ditto.	
37	Muncherjee Byramjee ..	Ditto	19	Ditto	Ditto	Ditto.	
38	Jamsetjee Byramjee.....	Ditto	18	Ditto	Ditto	Ditto.	

JOHN PEET,
Acting Principal, Grant Medical College.

APPENDIX C.

GRANT MEDICAL COLLEGE.

SESSION 1855-56.

SUMMER TERM,

From 15th June to 1st November.

LECTURES.

On Friday, the 15th June, the Introductory Lecture will be delivered by Dr. Giraud, at 11 o'clock.

ANATOMY. *Mr. J. H. Sylvester*	Monday .... Wednesday .. Saturday	at 1 P. M.
CHEMISTRY. *Dr. H. Giraud*	Tuesday .... Thursday	at 12 o'clock.
PHYSIOLOGY. *Mr. J. H. Sylvester*	Tuesday	at 2 P. M.
MATERIA MEDICA. *Mr. E. Impey*	Monday .... Wednesday ..	at 11 A. M.
BOTANY. *Dr. H. Giraud*	Monday .... Wednesday ..	at 12 o'clock.
PRINCIPLES AND PRACTICE OF MEDICINE. *Mr. J. Peet*	Monday .... Wednesday .. Friday	at 2 P. M.
SURGERY. *Dr. G. Ballingall*	Tuesday .... Thursday .... Friday	at 1 P. M.
OPHTHALMIC SURGERY. *Mr. H. J. Carter*	Friday	at 11 A. M.
MIDWIFERY. *Mr. C. Mead*	Monday .... Wednesday ..	at 3 P. M.

MEDICAL JURISPRUDENCE. *Dr. W. Campbell* ..... { Tuesday .... / Thursday .... } at 3 P. M.

CLINICAL SURGERY.

Mr. G. Ballingall ..... Tuesday ..... at 11 A. M.

CLINICAL MEDICINE.

Mr. J. Peet ..... Thursday.... at 11 A. M.

PRACTICAL CHEMISTRY.

Dr. H. Giraud..... Friday .. from 11 to 1 o'clock.

OPERATIVE SURGERY.... *Dr. G. Ballingall*..... { Monday .. / Thursday .. } at 12 o'clock.

HOSPITAL ATTENDANCE.

Clinical Medical Ward..... Daily, at 7 A. M.
Clinical Surgical Ward..... Do. at 8 A. M.
Clinical Midwifery Ward..... Do. at 4 P. M.
Dispensary Practice..... Do. at 8 A. M.

The 1st and 2nd Year Students will attend the Hospital daily at 7 A. M. in rotation, for periods of two months, and will be engaged in compounding and dispensing Medicine.

EXAMINATIONS.

ANATOMY.....	Friday, at 3 P. M.
CHEMISTRY.....	Saturday, at 11 P. M.
MATERIA MEDICA	Saturday, at 3 P. M.
BOTANY	Saturday, at 12 o'clock.
PHYSIOLOGY.....	Thursday, at 2 P. M.
SURGERY.....	Wednesday, at 12 o'clock.
OPHTHALMIC SURGERY....	Saturday, at 11 A. M.
MEDICINE	Saturday, at 2 P. M.
MEDICAL JURISPRUDENCE..	Saturday, at 3 P. M.
MIDWIFERY.....	Friday, at 3 P. M.

In addition to the regular Examinations by the Professors in *Anatomy* and *Physiology*, and *Materia Medica*, Examinations will be held in *Materia Medica* at 11 A. M., on Tuesdays and Thursdays; in *Anatomy* at 3 P. M., on Tuesdays, Thursdays, and Saturdays; and in *Physiology* at 3 P. M., on Mondays and Wednesdays.

During the hours when not engaged in the Lecture-room, the Students will be occupied in reading and note-taking in the Reading-room.

WINTER TERM,

From 1st November to 15th March.

The Lectures and Examinations will be on the same days and at the same hours as during the *Summer Term*, with the exception that there will not be any Lectures upon Ophthalmic Surgery and Botany, those subjects being finished in the *Summer Term*. Practical Toxicology will be taught in the Laboratory every Monday, from 11 to 1 o'clock.

PRACTICAL ANATOMY.

The Dissecting Season will be from the 1st November to the 15th March.

1. Each *Junior* Student will be expected to study, practically, during this period, under the superintendence of the Professor of Anatomy and his Assistant, the Anatomy of the Ligaments, Muscles, and the principal Blood-vessels, and Nerves.

2. Each *Senior* Student who has not passed the First Certificate Examination will, in like manner, be expected to examine *fully* and *carefully* the Anatomy of the Arteries, Nerves, Viscera, and the more important Surgical regions.

3. 4th, 5th, and 6th Year Students will be expected to study, under the superintendence of the Professor of Surgery, the various Surgical regions, and to connect with such examination the performance of Surgical Operations.

4. To ensure a compliance with these Regulations, a Register will be regularly kept by the Professors of Anatomy and Surgery, according to a prescribed form. These Registers will be laid before the Examiners at the First Certificate and Final Examinations.

5. A Roll will be called in the Dissecting-room at 11, 2, and 4 o'clock.

6. During the Winter Season the 2nd and 3rd Year Students will only attend those Examinations in Anatomy and Physiology which are held on Thursday and Friday.

ROLL-CALLS.

The College hours are from 10 A. M. to 4 P. M. A Roll-call will take place before the commencement of each Lecture and Examination, as well as in the Clinical Wards.

From the 15th March to the 15th April the Examinations will be held for Diplomas, Honours, and the Classification of the Students.

Order of the Lectures and Examinations during the day.

	11 to 12 A. M.	12 to 1 P. M.	1 to 2 P. M.	2 to 3 P. M.	3 to 4 P. M.
MONDAY.	Materia Medica.	Botany. Operative Surgery.	Anatomy.	Medicine.	Midwifery. *Examination Physiology.*
TUESDAY.	Clinical Surgery. *Examination Materia Medica.*	Chemistry.	Surgery.	Physiology.	Medical Jurisprudence. *Examination Anatomy.*
WEDNESDAY	Materia Medica.	Botany. *Examination Surgery.*	Anatomy.	Medicine.	Midwifery. *Examination Physiology.*
THURSDAY.	Clinical Medicine *Examination Materia Medica.*	Chemistry. Operative Surgery.	Surgery.	Examination Physiology.	Medical Jurisprudence. *Examination Anatomy.*
FRIDAY.	Practical Chemistry. Ophthalmic Surgery.	Practical Chemistry.	Surgery.	Medicine.	Examination Anatomy. Examination Midwifery.
SATURDAY.	Examination Chemistry. Examination Ophthalmic Surgery.	Examination Botany.	Anatomy.	Examination Medicine.	Examination Medical Jurisprudence. Examination Materia Medica. *Examination Anatomy.*

JOHN PEET,
Acting Principal, Grant Medical College.

APPENDIX D.

Abstract of Roll-Calls of Students, for the Session 1855-56.

NAMES.	Absent.	Leave.	Sick.	Total.	No. of Roll-calls.
H. Horne	..	26	112	138	
A. M. C. Continho	..	11	63	74	
Burjorjee Ardaseer	..	..	..	..	
Dheerajram Dulputram	20	5	19	44	
Cooverjee Dorabjee	..	5	98	103	1276
A. de Souza	2	9	54	65	
Cursetjee Framjee	1	2	70	73	
Cowasjee Nowrojee	4	8	86	98	
Bazonjee Rustomjee	..	5	104	109	
Jumnadas Hurgovindas	11	20	145	176	
A. P. de Andrade	1	15	157	173	
Rustomjee Cowasjee	...	4	28	32	1690
Bhikajee Amroot	5	22	232	259	
Wamon Wassoodave	3	22	43	68	
Ramchundra Narayen	1	9	548	558	
Eduljee Nusserwanjee	..	3	..	3	
Jejeebhoy Bazonjee	1	4	106	111	
Annundrao Wassoodave	4	14	408	426	
Huree Vishnoo	2	13	128	143	1080
Burjorjee Framjee	..	3	28	31	
Pestonjee Muncherjee	1	5	12	18	
Pestonjee Bomanjee	..	3	5	8	
Manockjee Aderjee	1	4	106	111	
Dossabhoy Pestonjee	..	..	12	12	
Robert Michael	..	..	58	58	625
Heerajee Eduljee	..	2	1	3	
Muncherjee Byramjee	..	3	101	104	

NAMES.	Absent.	Leave.	Sick.	Total.	No. of Roll-calls.
Jamsetjee Byramjee	..	1	27	28	
Byramjee Nowrojee	1	4	7	12	
John Mendoza	..	..	85	85	
Stephen L. Michael	..	..	19	19	
Cowasjee Hormusjee	..	3	14	17	625
Surfoodin Sumsoodin	2	..	12	14	
Rustomjee Hormusjee	..	17	2	19	
Cowasjee Mendozjee	..	7	4	11	
Dadabhoy Jamasjee	2	2	13	17	
Cowasjee Sorabjee	..	3	21	24	

JOHN PEET,
Acting Principal, Grant Medical College.

APPENDIX E.

Return of Student-Apprentices who have attended the College during the Session 1855-56.

No.	NAMES.	Age at Admission.	Date of Joining the College.	REMARKS.
1	Pandoo Chowan	22	15th June 1853	Received Certificate of Qualification.
2	William Wilson	16	,, ,,	Ditto ditto.
3	Joaquin Silvester	18	,, ,,	Ditto ditto.
4	James Kinlock	19	,, ,,	Ditto ditto.
5	Joseph Neil	19	,, ,,	Ditto ditto.
6	Edward McGeoch	17	,, ,,	
7	R. L. McLean	19	,, ,,	Received Certificate of Qualification.
8	J. H. Bedford	16	,, ,,	Ditto ditto.
9	Ellapah Lingoo	17	28th June 1853	Ditto ditto.
10	William Duggan	17	15th June 1855	Re-admitted.
11	John Cardy Shaw	17	15th June 1854	
12	Robert Rotchell	17	,, ,,	Discharged the Service.
13	Mahadoo Joglekur	17	,, ,,	
14	John Edmonds	17	,, ,,	
15	William Wright	18	,, ,,	

16	Wishram Ramjee	19	„ „	
17	Pearson Smith	17	„ „	Transferred.
18	Shaik Cassim	19	„ „	
19	R. W. Mitchell	20	15th June 1855	Resigned the Service.
20	C. Chreswick	17	„ „	
21	A. de Rozario	19	„ „	Resigned the Service.
22	M. S. Frances	19	„ „	
23	W. Baumgardt	18	„ „	Resigned the Service.
24	A. A. Byrne	18	„ „	
25	Ahmed Khan	21	„ „	

JOHN PEET,

Acting Principal, Grant Medical College.

APPENDIX F.

Abstract of Roll-Calls of Student-Apprentices for the Session 1855-56.

NAMES.	Absent.	Leave.	Sick.	Total.	No. of Roll-calls.
J. Kinlock	..	38	129	167	
J. Silvester	..	6	10	19	
R. L. McLean	..	53	32	85	
Pandoo Chowan	1	1	3	5	
Ellapah Lingoo	2	15	37	54	1713
W. Wilson	..	2	44	46	
J. Neil	..	8	14	22	
J. H. Bedford	..	51	22	73	
E. McGeoch	..	2	2	4	
W. Duggan	1	7	40	48	
J. C. Shaw	..	16	114	130	
Shaik Cassim	..	3	65	68	1879
Wishram Ramjee	..	1	11	12	
Mahadoo Joglekur	..	9	56	65	
W. Wright	..	1	1	2	
J. Edmonds	..	2	5	7	
C. Chreswick	5	11	45	61	
M. S. Frances	..	5	15	20	1218
A. Byrne	..	115	43	158	
Ahmed Khan	1	2	30	33	

JOHN PEET,
Acting Principal, Grant Medical College.

APPENDIX G.

Return of Warrant Medical Officers and Hospital Assistants who have attended the College during the Session 1855-56.

No.	Names.	Rank.	Date of joining the College.
1	A. Cazalet	Assistant Apothecary.	June 1855
2	M. Rodrigues	1st Hospital Assistant.	17th Jan. 1856
3	Sewappa Nursing..	Ditto.	16th June 1854
4	J. de Rozario	Ditto.	15th ditto 1852
5	Crustnajee Dumajee	Ditto.	14th Sept. 1854
6	Ezekiel Moses....	Ditto.	19th June 1855
7	Manajee Sonowla..	2nd Hospital Assist.	15th Oct. 1855
8	W. Walker	Ditto.	15th June 1854
9	J. Lobe	Ditto.	15th June 1853
10	Ramchunder Shreedur	Ditto.	15th June 1855
11	Gungajee Nursoo..	Ditto.	29th July 1854
12	Arjoon Govind ..	Ditto.	15th June 1854
13	Khundoo Kurrade.	Ditto.	10th Jan. 1856

JOHN PEET,
Acting Principal, Grant Medical College.

APPENDIX H.

NUMBERS IN ATTENDANCE IN THE COLLEGE.

Students.

Remained at the close of last Session	23
Admitted at commencement of this Session	15
	38

Student-Apprentices.

Remained at the close of last Session	17
Admitted at commencement of this Session	8
	25

Warrant Officers and Hospital Assistants.

Number attending during the Session	13
Total....	76

John Peet,
Acting Principal, Grant Medical College.

APPENDIX I.

STATEMENT OF THE NUMBERS ATTENDING THE SEVERAL COURSES OF LECTURES.

Anatomy.

Students	29
Warrant Officers and Hospital Assistants	12
Student-Apprentices	16
Total	57

Chemistry.

Students	29
Warrant Officers and Hospital Assistants	6
Student-Apprentices	7
Total	42

Materia Medica.

Students	14
Warrant Officers and Hospital Assistants	6
Student-Apprentices	7
Total	27

Physiology.

Students	14
Warrant Officers and Hospital Assistants	8
Student-Apprentices	9
Total	31

PRINCIPLES AND PRACTICE OF MEDICINE.

Students	14
Warrant Officers and Hospital Assistants	8
Student-Apprentices	18
Total	40

SURGERY.

Students	14
Warrant Officers and Hospital Assistants	8
Student-Apprentices	18
Total	40

MIDWIFERY.

Students	9
Warrant Officers and Hospital Assistants	2
Student-Apprentices	9
Total	20

MEDICAL JURISPRUDENCE.

Students	9
Warrant Officers and Hospital Assistants	2
Student-Apprentices	9
Total	20

OPHTHALMIC SURGERY.

Students	9
Student-Apprentices	9
Total	18

JOHN PEET,
Acting Principal, Grant Medical College.

APPENDIX J.

Return of the Sick treated in the Clinical Medical Ward of the Jamsetjee Jejeebhoy Hospital, in the Session 1855-56, *from* 15*th June* 1855 *to* 15*th March* 1856.

Names of Diseases.			Number Admitted.	Number Discharged.	Died.	Total.	Remarks.
Fevers.	Intermittent	Quotidian	22	22	..		
		,, C. Enlarged Spleen	8	8	..		
		,, Bronchitis	2	2	..		
		,, Acute Hepatitis	1	1	..		
		,, Phthisis	1	1	..		
		,, Jaundice	4	4	..		
		,, Acute Hepatitis and Pneumonia	1	1	..		
		,, Acute Dysentery	1	1	..		
		,, Pneumonia	3	3	..		
		Tertian	8	8	..	52	
	Remittent	Simple	6	6	..		
		,, C. Pneumonia	13	13	..		
		,, ,, Pleuritis	1	1	..		
		,, ,, Dysentery	2	2	..		

Names of Diseases.		Number Admitted.	Number Discharged.	Died.	Total.	Remarks.
Fevers.— Remittent	Simple, C. Head Symptoms	4	3	1		
	,, Bronchitis	10	9	1		
	,, ,, and Pneumonia	2	2	..		
	,, ,, and Head Symptoms.	1	..	1		
					37	
Abdominal Diseases	Chronic Peritonitis	1	1	..		
	Hepatitis	1	..	1		
	Hepatic Abscess	7	5	2		
	Chronic Hepatitis	2	1	1		
	Sub-Acute Hepatitis, Acute Dysentery	1	1	..		
	Jaundice	2	2	..		
	Diarrhœa	1	1	..		
	Acute Dysentery	16	15	1		
	Chronic ,,	3	3	..		
	Chronic Dysentery, with Dropsy	1	1	..		
	Acute Dysentery, C. General Anemia.	2	..	2		
	Chronic ,, Chronic Bronchitis.	1	1	..		
	Diabetes	1	..	1		
	Bright's Disease	4	2	2		
	Gastritis, Sub-acute	1	1	..		
	Gastro-Enteritis	1	1	..		
	Dyspepsia	3	3	..		
	Enteritis	1	..	1		
	Chyloserous Urine	1	1	..		

	Cholera	3	2	1	
	Cancer of Liver	1	..	1	
					54
Thoracic Diseases	Pneumonia	9	8	1	
	„ C. Dysentery	1	1	..	
	Pleuritis	3	2	1	
	„ C. Bronchitis	1	1	..	
	„ „ Pneumonia	1	1	..	
	Pleuro-Pneumonia &Pneumo-Thorax	1	1	..	
	Phthisis	11	5	6	
	„ C. Pneumonia	1	1	..	
	Asthma and Emphysema	5	5	..	
	Disease of the Heart and Valves, Aortic and Mitral	5	5	..	
	Acute Bronchitis and Chronic Dysentery	1	1	..	
	Chronic Bronchitis, C. Phthisis	1	1	..	
	Acute „ „ Pneumonia	3	3	..	
	Gangrene of Lung	1	..	1	
					44
Diseases of the Nervous System	Hemiplegia	7	6	1	
	Facial Palsy	1	1	..	
	„ „ C. Chronic Dysentery	1	1	..	
	Paraplegia	1	1	..	
	Idiopathic Tetanus	3	3	..	
	Traumatic	1	1	..	
	Anæsthesia	1	1	..	
	Delirium Tremens	1	1	..	
					16
Other Diseases	General Anemia	2	2	..	
	„ Dropsy	3	1	2	
	Ascites	1	1	..	

Names of Diseases.		Number Admitted.	Number Discharged.	Died.	Total.	Remarks.
Other Diseases	Rheumatism	3	3	..		
	Secondary Syphilis	3	3	..		
	Scorbutus	1	1	..		
	Catarrhal Inflammation of Larynx..	1	1	..	14	
	Total....	217	189	28	217	

John Peet,

Acting Professor of Medicine, Grant Medical College.

Note of the Principal Classes of Disease treated in the Jamsetjee Jejeebhoy Hospital, from 1*st April to* 31*st December* 1855.

Admissions, 3,821. Deaths, 635.

Classes of Disease.	Admissions.	Deaths.
Fevers	582	34
Eruptive Fevers, chiefly Small-pox	36	14
Diseases of the Lungs	260	71
Diseases of the Liver	51	15
Diseases of the Stomach and Bowels	564	232
Epidemic Cholera	139	114
Diseases of the Brain	82	19
Dropsies	42	11
Rheumatic Affections	260	..
Venereal Affections, and Diseases of the Genital Organs	528	..
Abscesses and Ulcers	220	12
Wounds and Injuries	382	21
Diseases of the Eye	17	..
Diseases of the Skin	166	12
Other diseases, including Poisonings, cases of Parturition, Abortion, &c.	492	80
Total....	3,821	635

John Peet, Assistant Surgeon,
Acting Surgeon, Jamsetjee Jejeebhoy Hospital.

Note of the Principal Castes and Diseases treated in the Jamsetjee Jejeebhoy Hospital Out-Patient Dispensary.

Total...10,787.

Castes.	Number.
Christians	489
Mussulmans	2,631
Hindoos	3,080
Parsees	803
Women of all Castes	1,934
Children of both sexes and all castes, under 7 years of age	1,850
Total....	10,787

The following Classes of Disease constitute a part of those treated at the Dispensary :—

Fevers	1,924
Affections of the Stomach and Bowels	1,474
Affections of the Air Passages	792
Rheumatic Affections	759
Venereal Affections	695
Skin Diseases	1,879
Uterine Diseases	108

John Peet, Assistant Surgeon,
Acting Surgeon, Jamsetjee Jejeebhoy Hospital.

APPENDIX K.

Table of Diseases and Injuries treated in the Clinical Surgical Ward, during the Session 1855-56.

Diseases.	Admitted.	Discharged.	Died.	Remarks.
Abscess	1	1	..	
„ Iliac	1	..	1	
„ Lumbar	1	1	..	
„ With Pycemia	2	2	..	
Bubo	1	1	..	
Burns	2	2	..	
Carbuncle	1	1	..	
Club-foot (Varus)	2	2*a*	..	*a* Operation, and improvement in each.
Concussion of Brain	4	3	1*b*	*b* Laceration of brain found.
„ of Spinal Cord	2	2	..	
Condyloma	1	1	..	
Diseases of Bone.. Caries	2	2	..	
Diseases of Bone.. Inflammation	3	3	..	
Diseases of Bone.. Necrosis	1	1	..	
Diseases of the Eye ..... Iritis	1	1	..	
Diseases of the Eye ..... Gonorrhœal Ophthalmia	1	1	..	

Diseases		Admitted.	Discharged.	Died.	Remarks.
Diseases of the Rectum & Anus.	Fistula in Ano	4	4	..	
	Hœmorrhoids	3	3	..	
	Prolapsus Ani	2	2	..	
Diseases of the Urinary and Genital Organs	Calculus Vesicæ	9	9*c*	..	*c* Lateral operation in eight cases; phthisis in the other case.
	Extravasation of Urine.	3	..	3*d*	*d* All admitted in a typhoid state.
	Fungus Testis	1	1	..	
	Gonorrhœa	1	1	..	
	Hæmatocele	3	3	..	
	Hydrocele	3	3	..	
	Hypertrophy of Scrotum	2	2	..	
	Injury of Urethra	1	1	..	
	Phymosis	2	2*e*	..	*e* Circumcision.
	Stricture of Urethra	11	11	..	
	Prostatic Abscess	1	1	..	
	Warts on Penis	1	1	..	
Elephantiasis		1	..	1*f*	*f* Amputation of leg; died of exhaustion.
Erysipelas, Cutaneous		1	1	..	
,, Phlegmonous		2	1	1*g*	*g* Amputation of arm; died of exhaustion.
	Base of Skull	3	..	3	
	Lower Jaw	1	1	..	
	Ribs	3	3	..	
	Pelvis	1	1	..	
	Femur	6	6	..	
	Cervix Femoris.	1	1	..	

FRACTURES.	Simple....	Patella	2	2	..	
		Leg	9	9	..	
		Foot (Os Calcis ?)	1	1	..	
		Clavicle	2	2	..	
		Humerus	3	3	..	
		Fore-arm	8	8	..	
	Compound and Compound Comminuted.	Skull	1	..	1*h*	*h* Died of inflammation of brain.
		Malar Bone	1	1	..	
		Femur	2	..	2*i*	*i* Both from shock.
		Leg	11	8*k*	3*k*	*k* Two died of shock ; two amp. of thigh, one proving fatal ; [two amp. of leg.
		Humerus	1	1*l*	..	*l* Amputation at shoulder.
		Elbow-joint	2	2*m*	..	*m* One excision with good joint ; one anchylosis.
		Fore-arm	1	1*n*	..	*n* Great part of radius removed ; useful limb left.
		Hand & Foot	4	4*o*	..	*o* Five fingers and toes amputated.
Hernia (Inguinal, obstructed)			3	3	..	
Onychia Maligna			1	1	..	
Syphilis, Primary			6	6	..	
,, Secondary			7	7	..	
Synovitis, Acute			2	2	..	
Tumours			4	4*p*	..	*p* Two fingers amputated for enchondroma.
,, of Foot			1	1*q*	..	*q* Amputation of leg ; cured.
Ulcers			5	5	..	
Wounds.	Contused and lacerated		11	11*r*	..	*r* One removed dying, with gangrene and tetanus.
	Incised		2	2	..	
	,, of Throat		2	2	..	
	Gunshot, of Chest, penetrating		1	..	1*s*	*s* No foreign body found in chest.
	,, of Eye, ,,		1	1*t*	..	*t* Vision lost.
	Poisoned (Snake-bite)		1	1*u*	..	*u* Extreme collapse on admission.
			187	170	17	

G. R. BALLINGALL, Acting Professor of Surgery.

Table of Capital and Minor Operations performed in presence of, or by the Students, during the Session 1855-56.

Amputation of Thigh	2
Ditto of Leg	4
Ditto at Shoulder-joint	1
Ditto of Arm	1
Ditto of Fingers and Toes	7
Lithotomy	8
Passing Catheters and Sounds	445
Opening Abscesses, Whitlows, and Sunises	297
Extracting Teeth	174
Removal of Tumours	4
Ditto of Polypi from Nose	3
Ditto of Foreign bodies from Ear, Eye, and Nose	9
Ditto of Warts and Condylomata	7
Ditto of Nail for Onychia	6
Ditto of Hœmorrhoids	4
Ditto of Necrosed Bone	35
Ditto of Sebaceous Cysts	3
Circumcision	10
Tapping Hydrocele	102
Excision of Tonsil	1
Ditto of Hypertrophied Prepuce and Labia Majora	2
Tenotomy	2
Reduction of Paraphymosis	8
Ditto of Prolapsus Ani	3
Taxis for Inguinal Hernia	3
Operation for Fistula in Ano	3
Ditto for Harelip	1
Snipping Frænum Linguæ	1
Ligature of Nævus	1
Incisions	5
Venesection and Cupping	4
Passing Seton	1
Total	1147

G. R. Ballingall,
Acting Professor of Surgery.

APPENDIX L.

Obstetric Institution.—Session 1855-56.

Uterine and Diseases of Pregnancy.		Parturition.		Castes.		Result to Mothers.		Result to Children.		Sex of Children.	
Retroversion of Uterus	1	Natural	8	Christians	7	Died	3	Born alive	6	Male	8
Abortions	5	Difficult ...	2	Hindoos	9	Discharged..	10	Born dead	7	Female	5
Other Diseases ..	10	Preternatural.	3	Mussulmans	8						
				Parsees	5						
Total..	16	Total..	13	Total..	29	Total..	13	Total..	13	Total..	13

C. C. MEAD,
Acting Professor of Midwifery.

APPENDIX M.

Result of Special Examination for First Certificate.—Session 1855-56.

NAME.	Anatomy.	Physiology.	Materia Medica.	Botany.	Chemistry.	Practical Chemistry.	Practical Anatomy.	REMARKS.
Henry Horne	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.

JOHN PEET,
Acting Principal, Grant Medical College.

APPENDIX N.

Result of First Certificate Examination.—Session 1855-56.

No. of Years' Study.	Names.	Anatomy.	Physiology.	Materia Medica.	Botany.	Chemistry.	Practical Chemistry.	Practical Anatomy.	Remarks.
4	Cowasjee Nowrojee ..	Not qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Not qualified.
3	JumnadasHurgovindas.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
3	Bhikajee Amroot	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
3	A. P. de Andrade	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
3	Rustomjee Cowasjee ..	Not qualified.	Not qualified.	Qualified.	Not qual.	Not qual.	Not qual.	Qualified.	Not qualified.
3	Wamon Wassoodave ..	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.

John Peet,
Acting Principal, Grant Medical College.

APPENDIX O.

GRANT MEDICAL COLLEGE.

The ANNUAL EXAMINATIONS at the Grant Medical College will commence on *Saturday*, the 15th March, and be conducted in the following manner :—

I.—EXAMINATION OF CANDIDATES FOR "FIRST EXAMINATION" CERTIFICATES.

Saturday, 15*th March*.—Practical Anatomy.
Monday, 17*th*.—Written examination in Anatomy and in Physiology.
Tuesday, 18*th*.—Written examination in Chemistry.
Wednesday, 19*th*.—Oral examination in Anatomy.
Monday, 24*th*.—Written examination in Materia Medica.
Tuesday, 25*th*.—Oral examination in Chemistry.
Wednesday, 26*th*.—Oral examination in Materia Medica and in Botany.
Thursday, 27*th*.—Oral examination in Physiology.
Friday, 28*th*.—Practical Chemistry and Pharmacy.

II.—EXAMINATION OF CANDIDATES FOR THE DIPLOMA OF GRADUATE, CONDUCTED BY THE GOVERNMENT EXAMINER AND ASSESSORS.

Saturday, 29*th March*.—Operative Surgery.
Tuesday, 1*st April*.—Written examination in Medicine.
Wednesday, 2*nd*.—Written examination in Surgery and Ophthalmic Surgery.
Friday, 4*th*.—Oral examination in Medicine.

Saturday, 5th.—Oral examination in Surgery and Ophthalmic Surgery.

Tuesday, 8th.—Written examination in Midwifery.

Wednesday, 9th.—Written examination in Medical Jurisprudence.

Friday, 11th.—Oral examination in Midwifery.

Saturday, 12th.—Oral and Practical examination in Medical Jurisprudence.

(Examinations in the J. J. Hospital in Clinical Medicine and in Clinical Surgery were commenced in February.)

III.—Examination of College Students.

First and Second Year Students.

Saturday, 15th March.—Practical Anatomy.

Monday, 17th.—Written examination in Anatomy and in Physiology.

Tuesday, 18th.—Written examination in Chemistry.

Wednesday, 19th.—Oral examination in Anatomy.

Monday, 24th.—Written examination in Materia Medica.

Tuesday, 25th.—Oral examination in Chemistry.

Wednesday, 26th.—Oral examination in Materia Medica and in Botany.

Thursday, 27th.—Oral examination in Physiology.

Friday, 28th.—Practical Chemistry and Pharmacy.

Third and Fourth Year Students.

Tuesday, 1st April.—Written examination in Medicine and in Surgery.

Wednesday, 2nd.—Written examination in Midwifery and in Medical Jurisprudence.

Tuesday, 8th.—Oral examination in Medicine and in Surgery and Ophthalmic Surgery.

Wednesday, 9th.—Oral examination in Midwifery and in Medical Jurisprudence.

The Third Year Students who do not present themselves for examination for "First Examination" Certificates, will be examined in Anatomy, Physiology, and Materia Medica with the Second Year Students.

IV.—Examination of Student-Apprentices.

First and Second Year Student-Apprentices.

Tuesday, 18th March.—Anatomy and Physiology.
Monday, 24th.—Chemistry and Materia Medica.
Tuesday, 1st April.—Medicine and Surgery.

Third Year Student-Apprentices.

Saturday, 15th March.—Practical Anatomy.
Tuesday, 18th.—Oral examination in Anatomy and in Physiology.
Monday, 24th.—Oral examination in Chemistry and in Materia Medica.
Wednesday, 26th.—Written examination in Medicine and in Surgery.
Friday, 28th.—Practical Chemistry and Pharmacy.
Saturday, 29th.—Operative Surgery.
Tuesday, 1st April.—Oral examination in Medicine.
Saturday, 5th.—Oral examination in Midwifery.
Tuesday, 8th.—Oral examination in Surgery.
Wednesday, 9th.—Oral examination in Medical Jurisprudence.

V.—Examination of Warrant Medical Officers.

Tuesday, 1st April.—Anatomy and Physiology.
Wednesday, 2nd.—Chemistry and Materia Medica.
Tuesday, 8th.—Medicine, and Surgery.
Wednesday, 9th.—Midwifery and Medical Jurisprudence.

Stewards, Assistant Apothecaries, and Hospital Assistants desirous of undergoing the Examination contemplated in the 35th Article of the Government Order dated 2nd April 1851, are requested to give in their names to the Principal, before the 20th of March.

From these examinations will be awarded the *Carnac, Farish, Anderson,* and *Reid* Scholarships ; the *Sir Jamsetjee Jejeebhoy* Annual Prize to the Students of the College ; and the *Burnes'* Medal to the best Third Year Student-Apprentice. The *Wil-*

loughby Medical Prize of Rs. 300 will be awarded in the first week of April. Candidates are referred to the Government Notification dated 29th October 1855.

The Examinations on each day will commence at 11 o'clock A. M., and the attendance of Medical Gentlemen, and others, interested in Medical Education, will be very acceptable.

J. DON, M.D.,
Government Examiner.

J. PEET,
Acting Principal, Grant Medical College.

Bombay, March 1st, 1856.

Scheme

Scheme of the Grant College Examinations.—Session 1855-56.

Dates.	"First Certificate" Examinations.	Diploma Examinations.	College Students.		Student-Apprentices.		Warrant Officers.
			1st and 2nd Year.	3rd and 4th Year.	1st and 2nd Year.	3rd Year.	
Saturday, Mar. 15*th*	Practical Anatomy.		Practical Anatomy.			Practical Anatomy.	
Monday, ,, 17*th*	Anatomy and Physiology, W.		Anatomy and Physiology, W.				
Tuesday, ,, 18*th*	Chemistry, W.		Chemistry, W.		Anatomy & Physiology, O.	Anatomy and Physiology, O.	
Wednesday, ,, 19*th*	Anatomy, O.		Anatomy, O.				
Monday, ,, 24*th*	Materia Medica, W.		Materia Medica, W.		Chemistry & Mat. Med. O.	Chemistry and Mat. Med. O.	
Tuesday, ,, 25*th*	Chemistry, O.		Chemistry, O.				
Wednesday, ,, 26*th*	Materia Medica & Botany, O.		Materia Medica & Botany, O.			Med. & Surg. W.	
Thursday, ,, 27*th*	Physiology, O.		Physiology, O.				
Friday, ,, 28*th*	Practical Chemistry & Pharmacy.		Practical Chemistry & Pharmacy.			Practical Chemistry & Pharmacy.	
Saturday, ,, 29*th*		Operative Surgery.				Operative Surgery.	
Tuesday, Apr. 1*st*		Medicine, W.		Medicine & Surgery, W.	Medicine & Surgery, O.	Medicine, O.	Anatomy and Physiology.
Wednesday, ,, 2*nd*		Surgery, W.		Midwifery and Med. Jurisp. W.		Midwifery, O.	Chemistry and Med. Jurisp.
Friday, ,, 4*th*		Medicine, O.					
Saturday, ,, 5*th*		Surgery, O.					
Tuesday, ,, 8*th*		Midwifery, W.		Medicine & Surgery, O.		Surgery. O.	Medicine and Surgery.
Wednesday, ,, 9*th*		Medl. Jurisp. W.		Midwifery & Med. Jurisp, O.		Medical Jurisprudence, O.	Midwifery and Med. Jurisp.
Friday, ,, 11*th*		Midwifery, O.					
Saturday, ,, 12*th*		Medl. Jurisp. and Pract. Toxicology, O.					

W. Written Examination. O. Oral or *Vivâ voce* Examination

APPENDIX P.

FIRST CERTIFICATE EXAMINATION.

Anatomy.

What is the distribution of the Cœliac Axis?

Give a description of the Cutaneous Nerves of the Thigh.

Write an account of the dissection of the Perineum of the male.

Physiology.

Describe the structure of voluntary and of involuntary Muscular Fibre. Give the miscroscopic appearances of the former during the states of active and passive contraction.

What is the function of the Pancreas?

What are the functions of the Medulla Oblongata? Illustrate your answer by experiments and pathological observations.

J. H. Sylvester,
Acting Professor of Physiology.

Monday, 17*th March* 1856.

Chemistry.

1. Under what circumstances is Sulphuretted Hydrogen naturally evolved? Describe the mode of artificially preparing it, and the effect it produces on solutions containing the following substances: Nitric Acid, Protosulphate of Iron, Persulphate of Iron, Chloride of Manganese, Acetate of Lead, Arsenious Acid, Caustic Potass, and Chlorine.

2. Upon what circumstances does the energy and constancy of the current evolved by a Voltaic Battery depend? Mention the advantages and disadvantages of the principal forms of Vol-

taic circles, as regards the quantity and intensity of the current which they produce.

3. Given a certain volume of Gas standing over water at the present temperature ; state what kinds of correction are required, in order to ascertain its true volume.

4. What circumstances dispose to the formation of Cyanogen and its compounds ? State the chemical relations of Cyanogen, and the means of detecting it in certain of its compounds.

R. HAINES,
Officiating Professor of Chemistry.

Tuesday, 18th March 1856.

MATERIA MEDICA.

1. Give the definition of *Anæsthetics,* and their classification. Name the medicines which belong to each class,—their general properties, and modes of action, the precautions necessary in their exhibition, the sources of danger in the same, and the most appropriate measures for an over-dose.

2. Name the different preparations of *Arsenic,* and their doses and therapeutic uses. Specify the different indications of their action on the system,—the rules to be attended to in their administration, and the most approved antidotes.

3. Describe the properties of the N. O. *Solaneæ,* its botanical affinities, the active principles which prevail in the medicinal plants belonging to it, the parts of the plants from which they are derived, and illustrate your reply by citing examples.

4. Enumerate the sources of the different *Fish* oils used in medicine,—their chemical composition and tests, their *modus operandi* and the results of their action on the blood.

E. IMPEY,
Professor Materia of Medica.

Monday, 24th March 1856.

APPENDIX Q.

Result of Examination of a Sub-Assistant Surgeon, agreeably to Article 6, *Section XXI. Medical Code.—Session* 1855–56.

Name.	Medicine.	Surgery.	Midwifery.	Remark.
Anunta Chundroba.....	Qualified.	Qualified.	Qualified.	Qualified.

JOHN PEET,
Acting Principal, Grant Medical College.

EXAMINATION OF MR. ANUNTA CHUNDROBA, SUB-ASSISTANT SURGEON.

Medicine.

1. State the chief differences between Acute Rheumatism and Gout. With reference to the former disease, mention the circumstances which favour the idea that it depends upon a *materies morbi* in the blood. What is the nature of the *materies morbi?* Enumerate the several affections of the heart and its membranes to which Rheumatism may lead. Contrast the physical signs of Pericarditis and Endocarditis; and lastly, give an account of the principles upon which Rheumatism and its complications are to be treated.

2. Describe the Anatomical characters of Dysentery, as affecting the Natives of India; state the symptoms usually present, with your views of the nature of the disease, and particularly whether you are acquainted with any circumstances calculated to show that it is sometimes a *blood disease.* State these circumstances. Describe the treatment of Acute Dysentery in an asthenic person.

3. Supposing a patient were to apply to you with General Dropsy—the urine being albuminous: state how your treatment of the disease would be influenced by the microscopic examination of the urine.

4. Distinguish by physical signs, as far as possible, Pneumonia in the second stage from Pleuritis with effusion.

5. State your views in regard to the propriety or otherwise of opening an Abscess in the Liver by external incision.

Case.

A person suddenly falls insensible, recovers in a few minutes, and is found to be paralytic of one side,—the muscles being

quite relaxed; the pulse feeble; skin coldish; the intellect unimpaired. State the view you would take of the case as regards diagnosis, prognosis, cause, and treatment.

JOHN PEET,
17th March 1856. Acting Professor of Medicine.

SURGERY.

1. Describe minutely the pathological changes which take place in Ulceration of the Articular Cartilages, and state how far, in your opinion, the symptoms usually described are due to this affection.

2. State the kinds of Stricture of the Urethra to which the treatment by perineal section is applicable.

3. Describe the treatment of Aneurism by compression, as now carried out. State your opinion as to the utility of galvano-puncture in Aneurisms.

Case.

A patient who has been suffering from symptoms of Strangulated Hernia, in making forcible efforts to reduce the tumour, finds it suddenly disappear; the symptoms of strangulation however continue. What would be your diagnosis, by what signs would you confirm it, and how would you act in such a case?

G. R. BALLINGALL, M.D.,
18th March 1856. Acting Professor of Surgery.

MIDWIFERY.

1. State the dimensions of the standard Pelvis at the brim, cavity, and outlet. Mention also the measurements of the Fœtal Head at the full period of utero-gestation, at the occipito-frontal, mento-bregmatic, and bi-parietal diameters.

2. Describe, *seriatim*, each step of the second stage of Natural Labour, especially as regards the changes of the child's position in reference to the pelvis.

3. State in what way extreme obliquity of the Uterus becomes a cause of Tedious Labour, and the means which should be employed in rectifying this condition.

4. State fully the causes (centric and eccentric) of true Puerperal Convulsions. Describe the symptoms and treatment of this malady in a sthenic constitution.

Case.

A Cooly woman, nearly four months advanced in Pregnancy, is admitted into Hospital with vomitting. She complains of pain in the abdomen, with a sense of weight and discomfort in the pelvis; she has passed no urine for forty-eight hours; the bowels have not been moved for four days; the bladder is felt, and seen to be immensely distended. An examination per vaginam detects the os uteri high up, and close to the symphysis pubis, and some obstruction is felt in the recto-vaginal space; the index finger passed into the rectum is arrested by some tumour. In reference to the above case, state the diagnosis, prognosis, and treatment.

C. C. MEAD,
Acting Professor of Midwifery.

19*th March* 1856.

APPENDIX R.

REPORT OF THE FINAL EXAMINATION BY THE GOVERNMENT EXAMINER.

To W. HART, Esq.,

Secretary to Government, General Department.

SIR,

I have the honour to submit, for the information of Government and the Director of Public Instruction, the following Report of the Final or Diploma Examinations of the Students of the Grant Medical College, which were completed on the 12th instant.

2. The examinations were conducted as last year; and during the proceedings, I had the valuable assistance of the Government Assessors, Surgeons Stovell, Arbuckle, and Craig, and of the Acting Principal and Professors of the College.

3. In Clinical Medicine and Surgery, the examinations were commenced on the 15th of February, and continued three times a week, under the Professors and myself, till the 12th of March. As heretofore, cases as they were received into Hospital were submitted to the candidates in turn; and they were required to record the origin, symptoms, diagnosis, and proposed treatment of each disease on admission, and the diary of the progress of the case afterwards. In these records, all the candidates clearly and satisfactorily showed their knowledge of the practical application of the principles of their profession, so ably and indefatigably taught them by the Acting Principal and the Professors, and some of them acquitted themselves most creditably. The Medical cases were such as are annually recorded in these reports; and the cases in Surgery were of a similar kind, and such as daily occur in a large and populous town and island like Bombay.

In bandaging and dressing, after accidents and operations, in the Surgical Ward, all showed a commendable dexterity.

4. On the 29th March the candidates performed successfully in the dissecting-room two of the capital operations in Surgery; each taking up a principal artery, and performing an amputation at the shoulder joint, thigh, leg or foot, or lithotomy.

5. On the 1st and 2nd of April written questions in Medicine and Surgery (vide A and B annexed) were submitted at 11 A. M., with the usual precaution of seclusion from access to books, and of non-communication with each other. The answers were given in at 5 P. M., and they were in various degrees satisfactory to the Assessors and myself. On the 4th and 5th oral examinations in Medicine and Surgery took place, and in these a long and strict scrutiny was observed. The subjects embraced in these examinations were all those recorded in former years.

6. Written questions in Midwifery and Medical Jurisprudence (vide C and D annexed) were submitted to the candidates on the 8th and 9th, and oral examinations in these branches took place on the 10th and 12th. After the last examination, practical exercises in Toxicology were carried on in the Laboratory. Each candidate was required to analyse a powder or solution supposed to be poisonous, and to have been found under suspicious circumstances. The former substances, somewhat similar in appearance, were carbonate of lead, muriate of morphia, and arsenious acid; the latter equally colourless solutions were of oxalic acid, tartar emetic, and chloride of zinc. Each candidate analysed one or more of these substances, or solutions, and generally his performances were satisfactory.

7. The result of these long and strict examinations is, that all the candidates are found qualified for the Diploma of Graduate, and that the three first have passed with great credit. They are arranged below according to their comparative merit:—

1. Burjorjee Ardaseer.
2. A. M. Continho.
3. Cooverjee Dorabjee.
4. H. Horne.
5. A. de Souza.
6. Dheerajram Dulputram.

8. All of them have expressed a wish to enter upon Government employment, and I beg respectfully to recommend that they be admitted as Sub-Assistant Surgeons on the establishment.

I have, &c.,

(Signed) J. Don, M.D.,
Government Examiner.

Bombay, 14th April 1856.

DIPLOMA EXAMINATION.

A.

1st April 1856.

Medicine.

1. State the symptoms and physical signs of Pericarditis. Notice its most frequent causes, and describe the morbid appearances in the early and advanced states. Mention the manner in which it may lead to structural changes in the heart. State the treatment in sthenic and asthenic individuals : the latter, for example, in the lower classes of the people in Bombay.

2. State the sense in which the term Apoplexy is used; and classify its different species. Illustrate its pathology by a reference,—

1st, to the state of the blood-vessels ; *2nd,* of the heart ; *3rd,* of the blood ; and *4th,* of the mind.

Describe the morbid appearances of the sanguineous and serous varieties ; and the general principles of treatment in each.

3. What are the different forms of Insanity ? State how it may be distinguished from the Delirium of Fever, of Phrenitis, and of Delirium Tremens. Enumerate the more common causes of Insanity.

4. Explain the nature and origin of Tubercle ; the changes it undergoes after deposition, and the effect produced in different tissues ; for example, in the Lungs and Glandular system.

5. Describe the different ways in which it is supposed Pus may be introduced into the circulation. State the pathological cause, diagnosis, and treatment of Pyœmia.

6. Trace the symptoms of Acute Hepatitis from their commencement to a termination in Hepatic Abscess. Mention the symptoms and physical signs which are pathognomonic of the formation of Matter. Describe briefly the treatment of Hepatitis as it occurs amongst the Natives of Bombay.

Case.

M. S., aged 45, of intemperate habits, about a year ago began to suffer from occasional attacks of giddiness, with numbness of the fingers of the right hand. One month before applying for advice, on awakening in the morning he found himself unable to raise his right arm; and on attempting to walk, the leg of the same side was observed to drag.

There is now complete Paralysis of the right side, including the muscles supplied by the branches of the fifth pair of Nerves. His intellect is unimpaired,—the pupils act well, and are of natural size.

On examining the Cardiac region, the præcordial dulness is found to be increased, and the impulse of the heart is considerable. A systolic aortic murmur is heard under the stethoscope.

You are required to state the probable nature of the case, and the bearing of the condition of the heart upon the diagnosis and treatment.

J. Don, M.D.,
Government Examiner.

B.

2nd April 1856.

Surgery.

1. Enumerate the diseases of the Testicle, malignant and non-malignant. Describe the characteristic symptoms and appearance of the former; and state the circumstances that would lead you to determine upon removing the Testicle.

Describe the operation.

2. If a person were in a state of Insensibility from a blow on the head, or a fall, without wound or laceration of the integuments, how would you decide whether the insensibility depended upon Compression or Concussion of the Brain? State the dangers and the treatment of the latter; and, in fatal cases, the morbid appearances in the Brain and Membranes.

3. Describe the different forms of Erysipelas, and their pathology. State the appearance, symptoms, and progress of Erysipelas Phlegmonoides (or Cellulo-cutaneous Erysipelas), and its appropriate treatment, local and constitutional.

4. What are the circumstances under which Tracheotomy may be necessary? Describe the operation, and its dangers, and how these are to be avoided.

5. State the causes of Retention of Urine, and describe the operations that may be necessary to empty the bladder. Mention which you would prefer, and explain your reasons for such a preference.

6. Enumerate the different kinds of Inflammation of the Eye, external and internal. State the varieties of Iritis, the distinguishing signs of each variety, and the appropriate treatment. Mention the terminations of the disease, favourable and unfavourable.

Case.

A person, previously in good health, is attacked with symptoms of Ileus. Upon examination of the abdomen, a small circumscribed swelling is detected in the left inguinal region, which appears to be an enlarged gland. The patient states that he felt as if he had over-exerted himself in lifting a heavy weight a few hours before the symptoms came on. The symptoms are very urgent, and are making rapid progress.

You are to state the view you would take of the case as regards the cause of the symptoms, and the measures you would adopt for their relief.

J. Don, M.D.,
Government Examiner.

C.

8th April 1856.

MIDWIFERY.

1. Enumerate the signs of pregnancy, commencing with those observed early in utero-gestation; and continue the description until later and more certain signs are manifested. These you will mention in detail, and point out those chiefly to be relied on.

2. Explain in detail the different circumstances that would induce you to use, and then describe the method of applying, the long and short forceps. State the dangers to be avoided in their application.

3. What are the circumstances that would indicate the use of the Ergot of Rye? Describe the most approved way of prescribing it, and the cautions necessary in its use. On the other hand, you will state when it is contra-indicated.

4. You will state particularly in what cases the operation of Craniotomy is necessary. Describe the different steps of the operation, and the dangers to be avoided.

5. Describe how you would diagnose a presentation of the face, nates, arm, or shoulder, in the early stages of labour; and state the treatment you would adopt in conducting the labour in each case.

6. What are the diseases to which the Fœtus in utero is liable? Mention which of these is of most frequent occurrence. State the signs that give evidence of the death of the Fœtus, and mention those that are chiefly to be relied on.

Case.

The wife of a Mussulman, aged 18, is brought into Hospital about 8 o'clock in the evening, having been in labour for twenty-four hours, but without any uterine pains for nearly twelve. This is the second pregnancy, the first having terminated by premature labour. She is now at the full period of utero-gestation. Skin hot, pulse 130. She is fretful, but in good spirits.

The sounds of the fœtal heart are carefully listened for, but not heard.

On making an examination, the umbilical cord, along with a hand, are found presenting.

You are to state how you would recognise which hand it was, and what information bearing on the case would be thereby gained; and then describe the steps to be pursued to lead to the safe delivery of the female.

J. Don, M.D.,
Government Examiner.

D.

9th April 1856.

Medical Jurisprudence.

1. Describe the chemical peculiarities of the coloring matter of the Blood. State how you would distinguish blood-stains on clothes from other coloring matters, and on a cutting instrument from rust.

2. State the proofs in an Infant found dead that it had been born alive, and describe the process you would institute to form a correct opinion on this subject.

3. What diseases more or less resemble in their symptoms during life poisoning by Irritants; and what are those that resemble in their *post-mortem* appearances poisoning by Narcotics? State the means you have of distinguishing these.

4. When commencing an examination as to the cause of death in a case where violence is suspected to have been used, what are the chief points you must attend to in forming a Medico-legal opinion that may be required of you as to the true cause of death?

5. State the symptoms produced by a poisonous dose of Corrosive Sublimate, and the appropriate treatment. Describe the morbid appearances in fatal cases, and the most reliable tests for detecting the poison.

6. What are the sanitary applications of Charcoal; and how does it act in destroying the various noxious gases which result from the decomposition of animal and vegetable matter?

Case.

A married woman, aged 35, was attacked with pain in the stomach and vomiting soon after an ordinary meal, but which passed off, leaving for the next few days a sickly look, small and frequent pulse, flatulence, slight tickling cough, and a mucous discharge from the bowels, with some tenesmus and griping. There was loss of appetite and great prostration of strength.

What is your diagnosis of this case, and what treatment should you recommend?

Suppose that after some time, notwithstanding your treatment, the above symptoms return in an aggravated degree,—the vomiting takes place after every meal, the tongue becomes red, and the mouth and lips seem excoriated, while there is some difficulty in swallowing. State what steps you would take to ascertain the cause of these symptoms, and the probable result of your investigation.

J. Don, M.D.,
Government Examiner.

APPENDIX S.

GRANT MEDICAL COLLEGE.

NOTIFICATION.

The following Scholarships and Prizes will be open for competition at the close of the Session 1855-56, viz. in the month of April 1856.

I.

To the Fourth and Third Year Students.

A CARNAC SCHOLARSHIP, of Rupees 25 monthly, to the best Anatomist, *Practical and Surgical Anatomy included.*

An ANDERSON SCHOLARSHIP, of Rupees 20 monthly, for the greatest proficiency and zeal in the discharge of the duties of Clinical Clerk and Surgical Dresser.

II.

To the Fourth Year Students.

An ANDERSON SCHOLARSHIP, of Rupees 25 monthly, for the greatest proficiency in, and practical knowledge of Medicine, Surgery, and Midwifery.

In awarding this Scholarship much importance will be attached to assiduous and regular attendance in the Clinical Wards, and to efficiency and zeal in the discharge of the duties of Clinical Clerk and Dresser.

III.

To the Third and Second Year Students.

A REID SCHOLARSHIP, of Rupees 20 monthly, for the greatest proficiency in Anatomy and Physiology.

A FARISH SCHOLARSHIP, of Rupees 20 monthly, for the greatest proficiency in Materia Medica and Practical Pharmacy.

IV.

To the Second and First Year Students.

A CARNAC SCHOLARSHIP, of Rupees 15 monthly, for the greatest proficiency in Chemistry, both Theoretical and Practical.

V.

To the First Year Students.

An ANDERSON SCHOLARSHIP, of Rupees 15 monthly, for the greatest proficiency in the subjects of study during the Session.

A FARISH SCHOLARSHIP, of Rupees 10 monthly, for the second degree of proficiency in the subjects of study.

A CARNAC SCHOLARSHIP, of Rupees 10 monthly, for the greatest practical proficiency in compounding Medicine.

Sir Jamsetjee Jejeebhoy's Annual Medical Prize of Rupees 250.

To be awarded to that Fourth or Fifth Year Student who, having passed his Final Examination, has, in the judgment of the Government Examiner, evinced in the Clinical Wards the greatest practical knowledge of Medicine, Surgery, and Midwifery, and has shown in the Laboratory the greatest practical acquaintance with the Toxicological branch of Medical Jurisprudence.

JOHN PEET,
Acting Principal, Grant Medical College.

Bombay, 29th October 1855.

APPENDIX T.

SCHOLARSHIPS AND PRIZES AWARDED TO THE STUDENTS OF THE GRANT MEDICAL COLLEGE AT THE CLOSE OF THE SESSION 1855-56.

CARNAC SCHOLARSHIP, of Rs. 25 monthly, to the best Anatomist, Practical and Surgical Anatomy included, open for competition to Fourth and Third Year Students, to *A. P. de Andrade.*

ANDERSON SCHOLARSHIP, of Rs. 20 monthly, for the greatest proficiency and zeal in the discharge of the duties of Clinical Clerk and Surgical Dresser, open for competition to Fourth and Third Year Students, to *Bazonjee Rustomjee.*

ANDERSON SCHOLARSHIP, of Rs. 25 monthly, for the greatest proficiency in, and practical knowledge of Medicine, Surgery, and Midwifery, open to Fourth Year Students, to *Cursetjee Framjee.*

REID SCHOLARSHIP, of Rs. 20 monthly, for the greatest proficiency in Anatomy and Physiology, open to Third and Second Year Students, to *Jumnadas Hurgovindas.*

FARISH SCHOLARSHIP, of Rs. 20 monthly, for the greatest proficiency in Materia Medica and Practical Pharmacy, open to Third and Second Year Students, to *Wamon Wassoodave.*

CARNAC SCHOLARSHIP, of Rs. 15 monthly, for the greatest proficiency in Chemistry, Theoretical and Practical, open to Second and First Year Students, to *Eduljee Nusserwanjee.*

ANDERSON SCHOLARSHIP, of Rs. 15 monthly, for the greatest proficiency in the subjects of study during the Session, open to First Year Students, to *Muncherjee Byramjee.*

FARISH SCHOLARSHIP, of Rs. 10 monthly, for the second degree of proficiency in the subjects of study during the Session, open to First Year Students, to *J. N. Mendonca.*

CARNAC SCHOLARSHIP, of Rs. 10 monthly, for the greatest practical proficiency in compounding Medicines, open to First Year Students, to *Byramjee Nowrojee.*

The SIR JAMSETJEE JEJEEBHOY ANNUAL MEDICAL PRIZE has been awarded by the Government Examiner to *Burjorjee Ardaseer.*

JOHN PEET,
Acting Principal, Grant Medical College.

APPENDIX U.

WRITTEN QUESTIONS IN ANATOMY, CHEMISTRY, PHYSIOLOGY, AND MATERIA MEDICA, TO FIRST AND SECOND YEAR STUDENTS; AND IN MEDICINE, SURGERY, MIDWIFERY, AND MEDICAL JURISPRUDENCE, TO THIRD AND FOURTH YEAR STUDENTS.

Junior Students.

Anatomy.

What are the characters of a Dorsal Vertebra? Enumerate the peculiar ones belonging to this class, and distinguish them from each other.

Describe the Shoulder Joint, and the Muscles connected with it.

Give the attachments, relations, and action of the Muscles of the Thenar eminence.

J. H. Sylvester,
Acting Professor of Anatomy.

Monday, 17th March 1856.

Senior Students.

Anatomy.

What is the distribution of the Cœliac Axis.

Give a description of the Cutaneous Nerves of the Thigh.

Write an account of the dissection of the Perinæum of the male.

J. H. Sylvester,
Acting Professor of Anatomy.

Monday, 17th March 1856.

FIRST AND SECOND YEAR STUDENTS.

Chemistry.

1. In graduating a Thermometer, how are the standard points obtained? Explain how it happens that these points are constant, and what precautions are required to make them so.

2. What metals resemble Iron in their chemical relations? Name the principal kinds of Iron ore, and state their composition.

3. Describe the mode of action of the Air Pump. Can a perfect vacuum be obtained?

4. What does Wood consist of? What changes does it undergo when heated to redness in close vessels? Describe some of the products of the operation.

R. HAINES,
Officiating Professor of Chemistry.

Tuesday, 18th March 1856.

SECOND YEAR STUDENTS.

Physiology.

1. Describe the structure and uses of the Middle Coat of an Artery.

2. Give the minute anatomy of the secreting portion of the Kidney. What is the proportion of urea in healthy urine?

3. What changes do the Ova undergo in the Fallopian Tubes?

J. H. SYLVESTER,
Acting Professor of Physiology.

SECOND YEAR STUDENTS.

Materia Medica.

1. State the different modes of operation of Diaphoretics; the different means of accomplishing Diaphoresis, and give the doses of the principal medicines used as sudorifics.

2. Enumerate the medicinal preparations of Lead; their physiological and constitutional effects; the methods by which the latter may be induced and arrested.

3. Mention the principal plants in the Natural Family Convolvulaceæ, distinguishing any peculiarities, and giving the doses of each.

4. How much Blood do Leeches ordinarily draw? Name the measures requisite for their application and removal; the best means of arresting bleeding from their bites; the number proper to apply to children at different ages, and the points to be avoided in their application.

E. IMPEY,
Professor of Materia Medica.

Friday, 21st March 1856.

THIRD YEAR STUDENTS.

Medicine.

1. Enumerate the more common conditions of the Encephalon in persons who have died with symptoms of Apoplexy.

2. State the symptoms, physical signs, and treatment of Pleuritis in the early stage, occurring in a sthenic person.

3. Mention some of the usual predisposing causes of disease in Bombay, which are capable of being removed by improved sanitary arrangements.

JOHN PEET,
Acting Professor of Medicine.

FOURTH-YEAR STUDENTS.

1. Describe the physical signs of Phthisis in its early stage, and mention those upon which you place most reliance. Trace the usual progress of this disease towards a fatal termination, and state the treatment in its various stages.

2. Give the symptoms and physical signs of Abscess of the Liver; state the connection, if any, between Hepatic Inflam-

mation and Dysentery. Detail the treatment of Acute Hepatitis, as it usually presents itself in the residents in Bombay.

3. Describe the symptoms and treatment of Acute Laryngitis, and state the pathological differences betwen this disease and Croup.

JOHN PEET,
Acting Professor of Medicine.

Tuesday, 1st April 1856.

THIRD YEAR STUDENTS.

Surgery.

1. Describe the process of union in fractures of the long Bones, stating the causes which delay or prevent it.

2. State the signs, treatment, and mode of repair in fracture of the neck of the Femur within the capsule.

3. The symptoms and treatment of Bites from poisonous Snakes?

FOURTH YEAR STUDENTS.

1. Describe the pathology, symptoms, and treatment of organic Stricture of the Urethra, with the operations for the relief of retention of urine from it.

2. Describe the symptoms of diffused Traumatic Aneurism, and the difference between the treatment of this and of spontaneous Aneurism, with the reasons for such difference.

3. What are the signs and treatment of Hip-joint Disease in its various stages?

G. R. BALLINGALL,
Acting Professor of Surgery.

FOURTH YEAR STUDENTS.

Midwifery.

1. State the following measurements :—

1*st*.—Of the standard Female Pelvis, at the brim, cavity, and outlet.

2*nd*.—Of the full grown Fœtal Head, at the occipito-frontal, the mento-bregmatic, and the bi-parietal diameters.

2. Mention the different varieties of Uterine Hæmorrhage. Give a full and particular description of the unavoidable variety; its causes, symptoms, diagnosis, prognosis, and treatment.

3. Describe the operation of Craniotomy; state the circumstances which would render this operation necessary.

C. C. Mead,
Acting Professor of Midwifery.

Medical Jurisprudence.

1. What are the signs of Death? and of these, which furnish the means of determining how long life has been extinct?

2. Describe the more important characters and circumstances which serve to distinguish suicidal, homicidal, and accidental Wounds.

3. Detail the causes which may lead to the non-detection of Poisons, the principal sources of fallacy in their chemical analysis, and the best means of avoiding the difficulties to which these give rise.

W. Campbell, M.D.,
Professor of Medical Jurisprudence.

APPENDIX V.

Result of Examination of First Year Students.
Session 1855-56.

No.	Names.	Anatomy.	Chemistry.	Total.*	Remarks.
1	Muncherjee Byramjee .	1	1	2	
2	J. N. Mendonça	2	3	5	
3	Byramjee Nowrojee ..	4	2	6	
4	Surfoodin Sumsoodin..	3	4	7	
5	Jamsetjee Byramjee ..	5	5	10	
6	Dossabhoy Pestonjee..	7	5	12	
6	Heerajee Eduljee	6	6	12	
6	Dadabhoy Jamasjee ..	8	4	12	
7	Cowasjee Hormusjee..	9	7	16	
8	Rustomjee Hormusjee .	9	9	18	
8	Cowasjee Mendozjee ..	10	8	18	
8	Cowasjee Sorabjee....	8	10	18	
9	R. L. Michael	10	10	20	
10	S. L. Michael	11	10	21	

* The lowest number marks the greatest merit.

John Peet,
Acting Principal, Grant Medical College.

Result of Examination of Second Year Students.—Session 1855–56.

No.	Names.	Anatomy.	Physiology.	Chemistry.	Materia Medica.	Botany.	Practical Chemistry & Pharmacy.	Total.*	Remarks.
1	Eduljee Nusserwanjee	1	1	1	1	2	1	7	
2	Burjorjee Framjee.....	3	2	2	3	1	3	14	
3	Jejeebhoy Bazonjee	2	4	5	2	4	2	19	
4	Manockjee Aderjee	5	3	6	4	3	7	28	
5	Pestonjee Bomanjee	7	7	3	3	6	4	30	
6	Huree Vishnoo	4	6	4	6	5	6	31	
7	Pestonjee Muncherjee	6	5	7	5	6	8	37	
8	Ramchunder Narayen	8	7	8	7	7	5	42	
9	Anundrow Wassoodave	Sick.	Sick.	Sick.	Sick.	Sick.	Sick.		

* The lowest number marks the greatest merit.

John Peet, Acting Principal, Grant Medical College.

Result of Examination of Third Year Students.—Session 1855-56.

No.	Names.	Medicine.	Surgery.	Total.*	Remarks.
1	Bhikajee Amroot.....	1	2	3	
	A. P. de Andrade	2	1	3	
2	Jumnadas Hurgovindas	3	4	7	
	Wamon Wassoodave	4	3	7	
3	Rustomjee Cowasjee	5	5	10	

Result of Examination of Fourth Year Students.—Session 1855-56.

No.	Names.	Medicine.	Surgery.	Midwifery.	Medical Jurisprudence.	Ophthalmic Surgery.	Total.*	Remarks.
1	Cursetjee Framjee	1	1	2	1	1	6	
2	Bazonjee Rustomjee ..	2	1	1	2	2	8	
3	Cowasjee Nowrojee....	3	2	Absent.	Absent.	Absent.		

* The lowest number marks the greatest merit.

John Peet,
Acting Principal, Grant Medical College.

APPENDIX W.

REPORT TO THE MEDICAL BOARD.

SIR,

I have the honour to report, for the information of the Medical Board, the result of the examinations for the year 1855-56, held by the Acting Principal and Professors of the Grant Medical College, in accordance with the 25th and 35th Articles of the Rules relative to the Subordinate Medical Department, dated 2nd April 1851.

2. The following Third Year Student-Apprentices presented themselves for examination :—

J. Silvester.	Ellapah Lingoo.
W. Wilson.	J. Neil.
J. Kinlock.	J. H. Bedford.
R. L. McLean.	E. McGeoch.
Pandoo Chowan.	

The result of the examination is recorded in the annexed Tabular Statements, marked I. and II.

3. The Burnes Medal, presented by the Masonic Brethren of Bombay, was awarded to J. Silvester.

4. The following Assistant Apothecary presented himself for examination :—

Mr. C. R. McMorris.

The result of this Examination is recorded in the Tabular Statement III.

5. The Second Year Student-Apprentices were examined for qualification in the more elementary subjects; the result of

this examination is recorded in the annexed Table IV. They were also examined to test their progress in Medicine and Surgery, as shown in Table V.

6. The First Year Student-Apprentices were also examined to test their progress, and the result of the examination is recorded in the annexed Tabular Statement marked VI.

7. With reference to the 6th paragraph of my report for last year, I have the honour to state that the conduct of the Student-Apprentices during the past Session has been very satisfactory.

I have the honour to be, Sir,
Your most obedient Servant,

JOHN PEET,
Acting Principal, Grant Medical College.

Bombay, Grant Medical College, 14*th April* 1856.

To W. C. COLES, Esq., M.D.,
Acting Secretary to the Medical Board.

I.

Result of Examination of Third Year Student-Apprentices.—Session 1855-56.

No.	Names.	Operative Surgery.	Medicine.	Surgery.	Midwifery.	Medical Jurisprudence	Ophthalmic Surgery.	Remarks.
1	J. Silvester	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
2	W. Wilson	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
3	J. Kinlock	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
4	R. L. McLean	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
5	Pandoo Chowan	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
6	Ellapah Lingoo	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
7	J. Neil	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
8	J. H. Bedford	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
9	E. McGeoch	Not qualified.	Not qualified.	Not qualified	Qualified.	.....	Qualified.	Not qualified.

II.

Result of Examination of Third Year Student-Apprentices.—Session 1855-56.

No.	Names.	Anatomy.	Physiology.	Chemistry.	Materia Medica.	Practical Anatomy.	Practical Chemistry.	Remarks.
1	J. Neil	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
2	J. H. Bedford	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
3	E. McGeoch	Not qualified.	Not qualified.	Not qualified.	Qualified.	Qualified.	Not qual.	Not qualified.

John Peet, Acting Principal, Grant Medical College.

III.

Result of Examination of an Assistant Apothecary.—Session 1855-56.

NAME.	Anatomy.	Physiology.	Materia Medica.	Chemistry.	Medicine.	Surgery.	Midwifery.	Medical Jurisprudence.	REMARKS.
C. R. McMorris	Not Qualified.	Not Qualified.	Absent.	Absent.	Absent.	Absent.	Absent.	Absent.	

JOHN PEET,
Acting Principal, Grant Medical College.

IV.

Result of Examination of Second Year Student-Apprentices.—Session 1855-56.

No.	Names.	Anatomy.	Physiology.	Chemistry.	Materia Medica.	Practical Anatomy.	Practical Chemistry.	Remarks.
1	J. C. Shaw.....	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
2	Wishram Ramjee	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
3	J. Edmonds.....	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
4	W. Wright.....	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
5	W. Duggan.....	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
6	Shaik Cassim	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
7	Muhadoo Joglekur	Qualified.	Not qualified.	Not qualified.	Not qualified.	Not qualified.	Qualified.	Not qualified.

John Peet,
Acting Principal, Grant Medical College.

V.

Result of Examination of Second Year Student-Apprentices.—Session 1855–56.

No.	Names.	Medicine.	Surgery.	Total.*	Remarks.
1	J. C. Shaw	1	1	2	
2	J. Edmonds	2	2	4	
3	W. Wright	3	3	6	
4	W. Duggan	4	3	7	
5	Shaik Cassim	5	3	8	
6	Wishram Ramjee	6	4	10	
7	Mahadoo Joglekur	7	5	12	

* The lowest number marks the greatest merit.

John Peet,
Acting Principal, Grant Medical College.

VI.

Result of Examination of First Year Student-Apprentices.—Session 1855-56.

No.	Names.	Anatomy.	Chemistry.	Materia Medica.	Total.*	Remarks.
1	M. St. Frances	1	2	1	4	
2	Ahmed Khan	3	1	2	6	
3	C. Chreswick	2	3	2	7	
4	A. Byrne	4	2	2	8	

* The lowest number marks the greatest merit.

John Peet,
Acting Principal, Grant Medical College.

APPENDIX X.

GRANT MEDICAL COLLEGE.

NOTIFICATION.

The Willoughby Medical Prize of Rs. 300.

To be awarded, in the first week of April 1856, to that Graduate of the Grant College who presents the best Report of Medical and Surgical Practice.

The Report is to be drawn up exclusively from cases of Medical and Surgical Disease treated by the author, subsequent to the date of his Graduation. It should be in every respect practical. The statement of the phenomena of the cases of disease treated of in the Report must be clear and succinct, must embrace a concise inquiry into the causes, and the best means of prevention, and offer an explanation of the indications observed in the treatment, the means by which it was attempted to fulfil these, and the success with which they were attended.

It is desirable that the Reports should not be in the handwriting of the authors. They are to be transmitted to the President of the Willoughby Prize Committee at the Grant Medical College so as to be in the hands of the Committee on or before the 15th of March 1856.

Each Report is to be accompanied by a sealed note, containing the name of the author, and subscribed with a Motto similar to one affixed to the Report.

The Prize will be awarded in accordance with the decision of a Committee, to consist of the Government Examiner, the Principal of the Grant College, and the Professors of Medicine and Surgery. In the event of an equality of votes, the decision will rest with the Government Examiner.

C. J. ERSKINE,
Director of Public Instruction.

Bombay, 29th October 1855.

APPENDIX Y.

Abstract of Sums paid to the Students of the Grant Medical College on account of the Sir Jamsetjee Jejeebhoy Book Fund, for the Years 1848-49 *and* 1849-50.

Names.	Amount.		
	Rs.	a.	p.
Bhawoo Dajee	30	1	0
Atmaram Pandoorung	19	4	0
P. F. Gomes	14	4	0
Furdoonjee Jamsetjee	17	14	0
Anunta Chundroba	17	12	0
S. A. de Carvalho	26	9	0
J. C. Lisboa	24	10	0
Burjorjee Dorabjee	34	2	0
Dossabhoy Bazonjee	22	13	0
Muncherjee Sorabjee	13	15	0
Merwanjee Sorabjee	29	9	0
Nusserwanjee Bomanjee	28	6	0
Ardaseer Jamsetjee	25	4	0
Narayen Dajee	13	2	0
Shamrao Narayen	18	6	0
Sudasew Hemraj	16	4	0
Balcrustna Chintoba	15	11	0
Rustomjee Byramjee	7	1	0
Pallonjee Pestonjee	9	8	0
Wittul Anunt	8	13	0
Balcrustna Succaram	7	8	0
Hureechund Chundroba	13	9	0
Moreshwur Junardhun	6	8	0
Rustomjee Hormusjee	6	8	0
Balla Gopall	6	8	0
Hector Summers	6	8	0
Nusserwanjee Cursetjee	6	8	0
	446	0	0
Amount paid for purchase of books of reference for the use of Students	388	3	11
Total.. Rs.	834	3	11

Abstract of Sums paid to the Students of the Grant Medical College on account of the Sir Jamsetjee Jejeebhoy Book Fund, for the Year 1850-51.

NAMES.	Amount.		
	Rs.	a.	p.
Bhawoo Dajee	19	14	6
Atmaram Pandoorung	4	1	0
P. F. Gomes	7	8	0
Anunta Chundroba	7	8	0
J. C. Lisboa	5	0	0
Burjorjee Dorabjee	10	0	0
Dossabhoy Bazonjee	3	5	0
Muncherjee Sorabjee	3	3	0
Merwanjee Sorabjee	4	5	0
Ardaseer Jamsetjee	2	3	0
Narayen Dajee	4	3	0
Shamrao Narayen	2	14	0
Sudasew Hemraj	11	0	0
Balcrustna Chintoba	2	4	0
Rustomjee Byramjee	8	14	0
Pallonjee Pestonjee	8	0	0
Wittul Anunt	8	0	0
Balcrustna Succaram	12	12	0
Moreshwur Junardhun	3	8	0
Ruttonjee Hormusjee	12	6	0
Balla Gopall	6	6	0
Hector Summers	4	13	0
Nusserwanjee Cursetjee	5	1	0
H. Horne	5	0	0
M. A. Misquitta	6	9	0
M. de Souza	6	9	0
Coward Kail	6	9	0
Hureechund Chintamun	5	0	0
Hormusjee Bazonjee	6	9	0
Rustomjee Merwanjee	1	9	0
Pestonjee Ruttonjee	8	2	0
S. A. de Carvalho	1	8	0
	204	7	6
Amount paid for purchase of books of reference for Students	136	8	1
Total.. Rs.	340	15	7

Abstract of Sums paid to the Students of the Grant Medical College on account of the Sir Jamsetjee Jejeebhoy Book Fund, for the Year 1851-52.

NAMES.	Amount.		
	Rs.	a.	p.
Bhawoo Dajee	37	15	2
Furdoonjee Jamsetjee	26	5	7
Narayen Dajee	8	5	7
Ardaseer Jamsetjee	22	5	7
Nusserwanjee Bomanjee	33	3	2
Dossabhoy Bazonjee	6	9	7
Merwanjee Sorabjee	30	4	0
Sudasew Hemraj	4	6	0
Shamrao Narayen	12	9	11
Moreshwur Junardhun	11	3	2
H. Horne	5	7	2
M. A. Misquitta	5	7	2
Rustomjee Merwanjee	9	7	2
Balla Gopall	9	11	2
Balcrustna Succaram	12	3	6
Ruttonjee Hormusjee	10	0	10
Hector Summers	9	11	2
Paul F. Gomes	17	0	0
Rustomjee Byramjee	25	2	5
Anunta Chundroba	13	15	2
Muncherjee Sorabjee	11	14	5
Burjorjee Dorabjee	9	12	0
J. C. Lisboa	9	10	5
M. Carvalho	28	0	10
Balcrustna Chintoba	24	13	7
Atmaram Pandoorung	3	12	0
Pallonjee Pestonjee	5	11	2
Hureechund Chintamun	16	12	0
Hormusjee Bazonjee	7	7	2
M. de Souza	2	10	5
Cooverjee Dorabjee	4	13	7
A. M. Continho	6	8	0
A. de Souza	6	8	0
B. Vas	5	4	0
Carried forward.... Rupees	454	15	0

Names.	Amount.		
	Rs.	a.	p.
Brought forward.....	454	15	0
Dheerajaram Dulputram	4	0	0
C. W. Kleinknapt	5	4	0
Burjorjee Ardaseer	6	8	0
W. H. Stephens	5	4	0
Bartholomew Vas.....	1	4	0
Total.. Rs.	477	3	0

Abstract of Sums paid to the Students of the Grant Medical College on account of the Sir Jamsetjee Jejeebhoy Book Fund, for the Year 1852-53.

Names.	Amount.		
	Rs.	a.	p.
Ruttonjee Hormusjee	27	5	4
Balla Gopall.....	31	12	0
Moreshwur Junardhun.....	30	11	0
M. A. Misquitta	44	4	0
Rustomjee Merwanjee.....	38	2	8
Hormusjee Bazonjee	33	13	4
H. Horne.....	17	1	4
A. M. Continho	15	10	8
Cooverjee Dorabjee.....	30	9	4
Burjorjee Ardaseer	25	13	4
Angelino de Souza	14	6	8
Dheerajram Dulputram	19	14	8
Bazonjee Rustomjee.....	7	8	0
Cowasjee Nowrojee	8	6	8
Cursetjee Framjee	22	5	4
Rustomjee Byramjee	89	9	4
Shamrao Narayen	2	1	4
Total.. Rs.	459	7	0

Abstract of Sums paid to the Students of the Grant Medical College on account of the Sir Jamsetjee Jejeebhoy Book Fund, for the Year 1853-54.

Names.	Amount.		
	Rs.	a.	p.
M. A. Misquitta	17	4	6
H. Horne	15	2	0
Hormusjee Bazonjee	72	0	0
A. M. Continho	71	15	0
Burjorjee Ardaseer	24	4	6
Cooverjee Dorabjee	25	0	0
Angelino de Souza	27	3	0
Cursetjee Framjee	21	15	0
Cowasjee Nowrojee	23	1	0
Bazonjee Rustomjee	24	10	0
Jumnadas Hurgovindas	35	0	0
A. P. de Andrade	23	6	0
Rustomjee Cowasjee	31	6	0
Bhikajee Amroot	19	8	0
Wamon Wassoodave	22	8	0
Sorabjee Jehangeerjee	29	6	0
Total.. Rs.	483	9	0

Abstract of Sums paid to the Students of the Grant Medical College on account of the Sir Jamsetjee Jejeebhoy Book Fund, for the Year 1854-55.

NAMES.	Amount.		
	Rs.	a.	p.
H. Horne	8	10	8
A. M. Continho	10	6	8
Burjorjee Ardaseer	42	1	4
Cooverjee Dorabjee	42	2	8
Dheerajram Dulputram	30	9	4
A. de Souza	2	5	4
Cursetjee Framjee	37	6	0
Cowasjee Nowrojee	24	0	0
Bazonjee Rustomjee	23	9	4
Jumnadas Hurgovindas	29	8	0
Bhikajee Amroot	6	0	0
A. P. de Andrade	13	5	4
Rustomjee Cowasjee	26	12	0
Wamon Wassoodave	9	8	0
Eduljee Nusserwanjee	16	12	0
Manockjee Aderjee	18	6	8
Ramchunder Narayen	31	4	0
Burjorjee Framjee	19	2	8
Pestonjee Bomanjee	26	5	8
Pestonjee Muncherjee	16	9	4
Jejeebhoy Bazonjee	16	5	4
Anundrow Wassoodave	25	5	4
Huree Vishnoo	16	10	8
Total.. Rs.	493	2	2

JOHN PEET,
Acting Principal, Grant Medical College.

List of Books of Reference for the use of the Students of the Grant Medical College.

Copies.

2. Pereira's Materia Medica.
1. Thomson's London Dispensatory.
6. Lindley's Elements of Botany.
5. Reid's Elements of Chemistry.
2. Parnell's Chemical Analysis.
2. Christison's Dispensatory.
4. Cloquet's Anatomy.
5. Harrison on the Arteries.
2. Dublin Dissector.
4. William's Principles of Medicine.
5. Hoblyn's Medical Dictionary.
2. Watson's Practice of Physic.
1. Tweedie's Library of Medicine.
1. Gregory's Outlines of Chemistry.
1. Wilson's Anatomist's Vade-Mecum.
1. Cruveilhier's Anatomy.
2. Quain's Anatomy.
1. Carpenter's Manual of Physiology.
1. Cooper's First Lines of Surgery.
1. Cooper's Surgical Dictionary.

APPENDIX Z.

DONATIONS TO THE MUSEUM.

The following Preparations and Specimens have been presented to the Museum during the last year :—

From Dr. Carter.

1, Flying lizard.
2, Lizard.
3, Monkey.

From Dr. Peele.

1, The body of a tiger.

From Lieutenant Elliot, A. D. C., 1st Lancers.

1, Cranium of a cheeta.

From Dr. Touche, H. M.'s 83rd Regt.

1, Specimen of cirrhosis of the liver.

From Dr. Downes.

1, Fœtus 6 weeks old.

From Dr. Long, Bengal Medical Service.

1, Several young sharks.
2, Bones of the albatross.

From Narayen Dajee, Esq.

1, Vertebra of a cachalot.
2, Large photograph of the College.

From Student-Apprentice Smith.

1, King-fisher.
2, Two small snakes.
3, One large specimen of lizard.
4, Four smaller ditto.

5, United fracture of zygomatic process (human).
6, Grasshopper.
7, Centipedes.

From Apothecary C. Anding.

1, Calculus impacted in urinary bladder.

From Mr. O'Mealy.

1, Specimen of guinea-worm.

From Dheerajram Dulputram.

1, Two ribs of a cachelot.
2, A snake.

From Dr. Giraud.

1, Flying fox.
2, A human fœtus, 2 months.
3, Epidermic coat of a rock snake.

From Dr. Barrington, LL.D.

1, Aneurism of aorta.

From Dr. Lumsdaine.

1, Large collection of shells, illustrative of the conchology of the Red Sea.
2, Volcanic products from Aden.

From Lieutenant Thain, 24th Native Infantry.

1, The skéleton of a camel.

From the Obstetric Institution, by Dr. Coles.

1, The mammary glands.
2, Ovaries.
3, Uterus one day after delivery.
4, Human fœtus.

From Dr. Mead.

1, Cirrhosis of liver.

From Dr. Beatty.

1, Carious bones of middle finger.
2, Carious os calcis.

From Sub-Assistant Surgeon Horne.

1, Large lizard.

From Dr. Mackenzie, Artillery.

1, Diseased colon of child.

From Dr. Ward, 2nd Battalion Artillery.

1, Abscess of lung.

From Cowasjee Mendozjee, Student, Grant Medical College.

1, Carapace of tortoise.
2, Large collection of shells made in Bombay.

From Student-Apprentice Wright.

1, Specimen of quills from porcupine.
2, A bat.

From Dr. Buist.

1, The body of a pelican.

From Byramjee Nowrojee, Student, Grant Medical College.

1, Madrepores from China Seas.

From Dr. Glen.

1, Specimen of chick with transformed upper extremity.

From Surfoodin Sumsoodin, Student, Grant Medical College.

1, A leaf insect.

From Dr. Ballingall.

1, Poison glands of a snake.
2, Twelve calculi extracted from patients in the Hospital.

From — Ardaseer, Esquire.

1, Collection of shells from Madagascar Coast.

From Apothecary Anderson.

1, Scorpion.

From Dr. Sylvester.

1, Green locust.
2, Spine of shark.
3, Lungs and trachæa of dog.
4, Fœtal hand, showing minute injection of capillaries.
5, Injected choroid coat of fœtal eye.
6, Meibomian follicles of eyelids injected.
7, Injected membrane papillaris.
8, Stomach and spleen of myliobatis.
9, Eye of myliobatis in section.

10, Brain of myliobatis.
11, Stomach of a rock snake.
12, Ovaries of a fowl.
13, Kidneys of a large snake.
14, Cranium of a horse.
15, Two skeletons of flying foxes.
16, Skeleton of a kite.
17, Minute injection of small intestine of a lizard.
18, Ditto of large intestine of ditto.
19, Ditto of mucous membrane of stomach of ditto.
20, Poison gland and sting of scorpion.
21, A fibula deprived of its earthy matter.
22, Respiratory apparatus complete of a large snake.
23, Genital organs of a bitch.
24, Rostrum of a saw-fish.
25, Skeleton of a duck.
26, Section of cranium of a cat, showing bony tentorium.
27, A specimen of minutely injected lung of a cobra.
28, Ditto ditto ditto.
29, Papillæ of a tiger's tongue.
30, Heart of a pelican.
31, Skeleton of ditto.
32, Minute injection of stomach of ditto.
33, Ditto of intestines of ditto.
34, Trachæa and larynx of ditto.
35, Spleen of ditto.
36, Skeleton of a lizard.
37, Ditto of a rabbit.
38, Ditto of a donkey.

From Dr. Imlach, Southern Muratha Horse, numerous specimens of Sind Snakes.

1, Tulkier.
2, Sunchur.
3, Beescher manj.
4, Daunnani.
5, Ghorel (male and female).
6, State cobra.
7, Kupper.
8, A young ghorel.
9, Koorkund.
10, Abissur.
11, Tulkee.
12, Other duplicate specimens.
13, Diseased aorta (ossification).

From W. H. Bradley, Esq., Nizam's Cavalry.

1, Skeleton of a large tiger.
2, Ditto of a flying fox.

From J. Peet, Esq., Jamsetjee Jejeebhoy Hospital.

1, Specimen of cancer of liver.

From Dr. Stuart, Dapoolie.

1, Cyst from the ovary.

From Dr. Ward.

1, A stuffed ant-eater.

The following specimens in wax were prepared by Mr. Town, of London, and presented by the Honorable Court of Directors :—

Secondary vaccination.
Secondary vaccination.
Modified small-pox.
Modified small-pox.
Secondary vaccination.
Scarlet fever.
Prurigo senilis.
Purpura.
Sepra vulgaris.
Congenital syphilis.
Syphilitic ecthyma.
Syphilitic tubercles.
Rupia commencing.
Rupia on the face.
Psoriasis gyrata.
Psoriasis palmaris.
Horny excrescence.
Roseala.
Pompholyx.
Impetigo on face.
Impetigo of nails.
Porrigo.
Porrigo lupinosa.
Porrigo favosa.
Ecthyma.
Carbuncle.
Herpes circinatus.
Herpes zoster.
Herpes phlyctænodes.
Herpes iris.
Eczema rubrum mild.
Eczema rubrum full.
Acute indurata.
Elephantiasis of face.
Cellular membranous ulcer.
Pityriasis.
Scrofulous diseases of metacarpal bones.
Lupus non exœdens.
Fungoid disease of testicle.
Cancer of orbit.
Cancerous ulcer of hand.
Melanosis.
Fungoid tumour of face.
Fungoid melanosis.
Scirrhous tumour of mamma.

Scirrhous tumour of axilla.
Nœvus.
Strophulus albidus.
Strophulus intertinctus.
Strophulus confertus.

Diseases of the Os Uteri.

1, Cancroid growth involving the entire cervix uteri; the mucous membrane entire, the blood vessels highly injected, the discharge not fœtid.
2, Warty growth from the os and cervix uteri.
3, Warty growth from the vagina ulcerating carcinoma of the cervix.
4, Hypertrophy of anterior lip of cervix.
5, Follicular inflammation of cervix.
6, Hypertrophied cervix.
7, Small vascular nascent polypus.

Normal Structure.

Brain, ventricles, &c.
Ditto, velum interposition.
Ditto, 3rd ventricle, &c.
Ditto, all the ventricles.
Ditto, arteries of the base.
Fœtal brain, 4th month.
Ditto, 5th month.
Ditto, 5th month, in section.
Ditto, between 6th and 7th month.
Ditto, 9th month.
Enlarged model of internal ear.
Kidneys with vessels.
Liver.
Liver.
Bladder and urethra.
Ditto in section.
Lactating breast, 6th month.
Lactating breast, 7th month.
Lactating breast, 9th month.

APPENDIX AA.

PROCEEDINGS OF THE GRANT COLLEGE MEDICAL SOCIETY, DURING THE SESSION 1855-56.

Minutes of a Meeting of the Grant College Medical Society, held on Tuesday the 10th April 1855.

Present—

Mr. Bhawoo Dajee..... (In the Chair.)
Dr. J. Peet ..... } *Vice-Presidents.*
Mr. S. A. de Carvalho .. }

Members.

Dr. H. Giraud ; W. C. Coles ; R. Haines ; Messrs. Dossabhoy Bazonjee ; Shamrao Narayen ; Moreshwar Janardhun ; and Narayen Dajee, *Secretary.*

The proceedings of the last Meeting were read and confirmed.

The Monthly Returns from the Jamsetjee Jejeebhoy Hospital, the Bandora and Poona Charitable Dispensaries, were then laid on the table.

A letter was read from the Secretary to the Medical and Physical Society, presenting three copies of Transactions of the Society.

Mr. Moreshwar Janardhun then read a case of Idiopathic Tetanus, apparently arising from exposure to cold. The attack was severe, affecting chiefly the muscles of the jaws, neck, abdomen, and both extremities. The patient recovered after assiduous treatment, which consisted of purgatives, narcotics, containing preparations of hemp, and tonics, chiefly quinine.

Mr. Carvalho read some notes of two cases of Chronic Pneumonia treated by him in the Jamsetjee Jejeebhoy Hospital. He remarked upon the greater frequency of the disease in this, as compared with European countries, and traced it to the anœmic constitution of those affected, in whom the course of the Pneumonic Inflammation would seem to be slow, and its results, an

imperfectly elaborated fibrinous effusion. In the cases related both the patients were progressing towards recovery when they left the Hospital. He believed that the disease here was not so fatal as in European countries.

Mr. Carvalho next related a case of partial Gangrene of the left lung, treated also in the Jamsetjee Jejeebhoy Hospital, and terminating in recovery. Reference was made to five other cases of the disease as having come under his observation, and which were recorded in a previous communication to the Society. He expressed his belief of the greater frequency of this disease also in this country. At the conclusion of the meeting, Mr. A. Misquitta, Hormusjee Bazonjee, and Rustomjee Merwanjee, were duly proposed and seconded as members of the Society.

(Signed) BHAWOO DAJEE,
President.
,, NARAYEN DAJEE,
Secretary.

Minutes of a Meeting of the Grant College Medical Society, held in the College Library, on Tuesday the 10th July 1855.

Present—

Mr. Bhawoo Dajee ..... *Presihent.*
Dr. J. Peet..... } *Vice-Presidents.*
Mr. S. A. de Carvalho..... }

Members.

Dr. W. C. Coles; Messrs. Atmaram Pandoorung; Shamrao Narayen; Burjorjee Dorabjee; and Narayen Dajee, *Secretary.*

The proceedings of the last Meeting were read and confirmed.

The Members proposed at the last Meeting were unanimously elected. Mr. Bhawoo Dajee then proposed, and Mr. Carvalho seconded, that Drs. Impey and Mead be admitted as Members.

The Monthly Returns from the Poona, Bandora, Bhooj, Kurrachee, the Jamsetjee Jejeebhoy Hospital, Male and Female Dispensaries, and the Fort Gratuitous Dispensary, were then submitted, and the remarks upon each of them read.

A letter was read from Mr. Rustomjee Byramjee, intimating his departure to England, and requesting his name to be placed on the list of Corresponding Members. As there was no regulation for the election of Corresponding Members, the question of the alteration of the rules so as to meet such cases was deferred till the Annual Meeting.

Mr. Bhawoo Dajee then read an address reviewing briefly the proceedings of the last year, suggesting subjects of research, and encouraging the Members to greater exertion.

Mr. Shamrao afterwards read a case of difficult labour in a primipara, aged 15 years ; the difficulty was owing to the impaction of the head of the child at the brim of the Pelvis, and want of labour-pains. The use of the long forceps was found ineffectual, and the general symptoms getting worse, without further progress of the labour, it was decided to perform the operation of Craniotomy. The contents of the head having been evacuated, speedy delivery followed. The patient recovered soon after.

(Signed) BHAWOO DAJEE,
President.
„ NARAYEN DAJEE,
Secretary.

Minutes of a Meeting of the Grant College Medical Society, held in the College Library, on Tuesday the 14th August 1855.

Present—

Mr. Bhawoo Dajee..... *President.*
Mr. S. A. de Carvalho ..... *Vice-President.*

Members.

Dr. R. Haines ; Messrs. Atmaram Pandoorung ; Shamrao Narayen ; Hormusjee Bazonjee ; and Narayen Dajee, *Secretary.*

The proceedings of the last Meeting were read and confirmed.

The Monthly Returns from the Bandora, the Jamsetjee Jejeebhoy Hospital, Male and Female Dispensaries, were then submitted. The Secretary, as notified, read a paper, " Notes on some of the native Medical Drugs used in the Nagdevi

Charitable Dispensary," conducted by Messrs. Bhawoo and Narayen Dajee; the total annual attendance of patients at the dispensary being about 10,000.

The different drugs that were described were,—

Kooda—Wrightia Antidysenterica.—The bark and seeds which are called *Inderjuwa* are sold in the bazar. The former was used in the form of decoction, and the latter in the state of powder for their antiperiodic properties.

Neemb—Azadirachta Indica.—Its bark and leaves were tried with good effect in intermittent fever, and seemed equally efficacious as the bark and seeds of *Kooda*.

Sagurgota—Guilandina Bonducella.—The kernel of the seed boiled and mixed with aromatics, and formed into pills or powders, was used for its antiperiodic properties, with good effect.

Gool Wail—Cocculus Cordifolius.—Its stems were used in the form of decoction; there were no antiperiodic properties observed, but it was a good tonic.

Kudoo Koolkee.—Its roots were used in the state of decoction. It possessed antiperiodic properties, but in larger doses it acted as a purgative.

The native purgative medicines used were *Kala Dana*—Ipomœa Cœrulea. The powdered seeds, either singly or combined, acted as an efficacious purgative, and were preferable to Jalap on account of their better taste and cheapness. A tincture and an extract from the seeds were described, and their effects were found similar to the analogous preparations of Jalap.

Neeshotur—Ipomœa Turpethum.—The powder of the roots was used, and was nearly as efficacious as that of Jalap.

Hemidismus Indicus.—The roots were tried in the state of decoction, and were found to be a good substitute for the decoction of Sarsaparilla.

(Signed) Bhawoo Dajee,
President.

„ Narayen Dajee,
Secretary.

Minutes of a Meeting of the Grant College Medical Society, held in the College Library, on Tuesday the 11th Sept. 1855.

Present—

Mr. Bhawoo Dajee (in the Chair) .... *President.*
Mr. S. A. de Carvalho ..... *Vice-President.*

Members.

Drs. W. C. Coles; H. Giraud; Messrs. Moreshwur Junardhun; Ardaseer Jamsetjee; and Narayen Dajee, *Secretary.*

The proceedings of the last meeting were read and confirmed.

The Monthly Returns from the Bandora, the Jamsetjee Jejeebhoy Hospital Male and Female Dispensaries, and the Fort Gratuitous Dispensary, were then laid on the Table.

Owing to the unavoidable absence of Mr. J. C. Lisboa, Mr. Carvalho read the paper announced "Notes on a Case of Lithotomy." The subject was a Parsee boy aged 7 years. The lateral operation of Lithotomy was performed with some difficulty on account of the large size of the stone. Symptoms of peritonitis followed soon after the operation, attended with sloughing about the wound, but they were subdued by appropriate treatment, and the boy recovered, leaving, however, some degree of incontinence of urine. Several points in regard to the difficulties that attend the operation were then noticed, with illustrations from some of the cases operated upon by Dr. Peet in the Jamsetjee Jejeebhoy Hospital. The meeting was then adjourned till Tuesday the 9th October 1855.

(Signed) Bhawoo Dajee,
President.
,, Narayen Dajee,
Secretary.

Minutes of a Meeting of the Grant College Medical Society, held in the College Library, on Tuesday the 9th October 1855.

Present—

Mr. Bhawoo Dajee (in the Chair).. *President.*
Dr. J. Peet ..... *Vice-President.*

Members.

Drs. H. Giraud ; R. Haines ; Messrs. Moreshwur Junardhun ; Balcrustna Succaram ; Ardaseer Jamsetjee ; and Narrayen Dajee, *Secretary.*

The minutes of the last meeting were read and confirmed.

The Monthly Returns from the Jamsetjee Jejeebhoy Hospital Male and Female Dispensaries, and the Bandora Charitable Dispensary, were read.

Messrs. Bhawoo and Narayen Dajee then read a short account of the active principles of Wrightia Antidysenterica and Melia Azadiracta. The chemical analysis of these preparations was described, and the specimens in a rather an impure state exhibited.

The meeting was then adjourned till Tuesday the 13th November 1855.

(Signed) BHAWOO DAJEE,
President.
„ NARAYEN DAJEE,
Secretary.

Minutes of a Meeting of the Grant College Medical Society, held in the College Library, on Tuesday the 13th of November 1855.

Present—

Mr. Bhawoo Dajee (in the Chair) ..... *President.*
Messrs. J. Peet and S. A. de Carvalho .... *Vice-Presidents.*

Members.

Dr. Coles ; Messrs. Dossabhoy Bazunjee ; Moreshwur Junardhun ; Ardaseer Jamsetjee ; and the Secretary.

The minutes of the last meeting were read and confirmed.

Mr. S. A. de Carvalho read some cases of Purulent Diathesis, and one of Chylo-serous urine.

(Signed) BHAWOO DAJEE,
President.
NARAYEN DAJEE,
Secretary.

Minutes of the Annual Meeting of the Grant College Medical Society, held in the College Library, on Tuesday the 8th of January 1856.

Present—

Mr. Bhawoo Dajee..... *President.*
Messrs. J. Peet and S. A. de Carvalho.... *Vice-Presidents.*

Members.

Drs. W. C. Coles ; R. Haines ; Messrs. P. F. Gomes ; Balcrustna Succaram ; Moreshwur Junardhun ; and Atmaram Pandoorung.

The proceedings of the last meeting were read and confirmed.

After an address had been read by one of the Vice-Presidents, the meeting proceeded to nominate the office-bearers for the ensuing year.

Proposed by Mr. Bhawoo Dajee, and seconded by Mr. Atmaram Pandoorung, that Dr. R. Haines be elected President.

Proposed by Dr. J. Peet, and seconded by Mr. Bhawoo Dajee, that Mr. Carvalho be elected Vice-President.

Proposed by Dr. W. C. Coles, and seconded by Dr. R. Haines, that Mr. Atmaram Pandoorung be elected Vice-President.

Mr. Narayen Dajee was unanimously elected Secretary. Messrs. P. F. Gomes, Burjorjee Dorabjee, and Dossabhoy Bazunjee, were elected members of the Committee of Management.

Proposed by Dr. Peet, and seconded by Mr. Atmaram Pandoorung, that thanks were due to Mr. Bhawoo Dajee for his valuable services as President during the past year.

Mr. Bhawoo Dajee duly acknowledged the compliment with thanks.

(Signed) R. Haines,
President.
„ Narayen Dajee,
Secretary.

Minutes of a Meeting of the Grant College Medical Society, held in the Grant Medical College Library, on Tuesday the 13th February 1856, at 8 P. M.

Present—

Dr. R. Haines ..... *President.*

Members.

Messrs. Bhawoo Dajee ; Atmaram Pandoorung ; Muncherjee Sorabjee ; Moreshwur Junardhun, and the Secretary.

The proceedings of the last meeting were read and confirmed.

The Monthly Returns from the Charitable Dispensaries of Bandora, Oorun, Poona, and the Jamsetjee Jejeebhoy Hospital Male and Female Dispensaries, were read.

The annual accounts of the Society and Book Club were laid before the Meeting.

Mr. Moreshwur Junardhun then proceeded to read a case of remittent fever, with head symptoms. The headache was removed by leeching and purgatives, and during the remissions the decoction of Cinchona was administered. The meeting then adjourned till Tuesday the 11th March.

(Signed) R. HAINES,
President.
„ NARAYEN DAJEE,
Secretary.

APPENDIX BB.

ACCOUNT OF THE ANDERSON, REID, FARISH, AND CARNAC SCHOLARSHIP FUNDS; AND OBSTETRIC INSTITUTION FUND.

Dr. *Anderson Scholarship Fund.* *Cr.*

1854.		Amount. Rs. a. p.	days	Interest. Rs. a. p.	1854.		Amount. Rs. a. p.	days	Interest. Rs. a. p.
May 8th	To Cash paid the Principal Grant Medical College on this account ..	32 8 0	358	1 14 6	May 1st	By Balance.....	12,944 0 6	365	776 10 3
June 21st	Ditto ditto....	97 8 0	314	5 0 6	1855.				
July 3rd	Ditto ditto....	65 0 0	302	3 3 6	Apr. 30th	By Difference of Interest at 6 per cent. per annum	750 15 9		
Aug. 2nd	Ditto ditto....	65 0 0	272	2 14 5					
Sept. 2nd	Ditto ditto....	65 0 0	241	2 9 1					
Oct. 4th	Ditto ditto....	65 0 0	209	2 3 8					
Nov. 2nd	Ditto ditto....	65 0 0	180	1 14 9					
Dec. 1st	Ditto ditto....	65 0 0	151	1 9 9					
1855.									
Jan. 3rd	Ditto ditto....	65 0 0	118	1 4 2					
Feb. 2nd	Ditto ditto....	65 0 0	88	0 15 0					
Mar. 1st	Ditto ditto....	65 0 0	61	0 10 4					
„ 17th	Ditto ditto....	154 1 8	45	1 2 2					
Apr. 3rd	Ditto ditto....	65 0 0	28	0 4 8					
		934 1 8		25 10 6					
„ 30th	To Balance	12,760 14 7	I. B.	750 15 9					
	Rupees	13,695 0 3		776 10 3		Rupees	13,695 0 3		776 10 3

Carnac Scholarship Fund.

Dr. *Cr.*

1854.		Amount. Rs. a. p.	days	Interest. Rs. a. p.	1854.		Amount. Rs. a. p.	days	Interest. Rs. a. p.
May 8th	To Cash paid the Principal Grant Medical College on this account ..	15 0 0	358	0 14 1	May 1st	By Balance.....	11,699 9 7	365	701 15 7
June 21st	Ditto ditto....	75 0 0	314	3 13 11	1855.				
July 3rd	Ditto ditto....	50 0 0	302	2 7 8	Apr. 30th	By Difference of Interest at 6 per cent. per annum.....	682 9 0		
Aug. 2nd	Ditto ditto....	50 0 0	272	2 3 10					
Sept. 2nd	Ditto ditto....	50 0 0	241	1 15 8					
Oct. 4th	Ditto ditto....	50 0 0	209	1 11 4					
Nov. 2nd	Ditto ditto....	50 0 0	180	1 7 7					
Dec. 1st	Ditto ditto....	50 0 0	151	1 3 10					
1855.									
Jan. 3rd	Ditto ditto....	50 0 0	118	0 15 4					
Feb. 2nd	Ditto ditto....	50 0 0	88	0 11 7					
Mar. 1st	Ditto ditto....	50 0 0	61	0 7 11					
„ 17th	Ditto ditto....	154 1 8	45	1 2 2					
April 3rd	Ditto ditto....	50 0 0	28	0 3 8					
		744 1 8		19 6 7					
„ 30th	To Balance	11,638 0 11	I. B.	682 9 0					
	Rupees	12,382 2 7		701 15 7		Rupees	12,382 2 7		701 15 7

Dr. *Farish Scholarship Fund.* *Cr.*

1854.		Amount. Rs. a. p.	days	Interest. Rs. a. p.	1854.		Amount. Rs. a. p.	days	Interest. Rs. a. p.
May 8th	To Cash paid the Principal Grant Medical College on this account ..	15 0 0	358	0 14 1	May 1st	By Balance	13,649 10 11	365	818 15 8
June 21st	Ditto ditto....	45 0 0	314	2 5 1	1855.				
July 3rd	Ditto ditto....	30 0 0	302	1 7 8	Apr. 30th	By Difference of Interest at 6 per cent. per annum	806 9 0		
Aug. 2nd	Ditto ditto....	30 0 0	272	1 5 5					
Sept. 2nd	Ditto ditto....	30 0 0	241	1 3 0					
Oct. 4th	Ditto ditto....	30 0 0	209	1 0 6					
Nov. 2nd	Ditto ditto....	30 0 0	180	0 14 1					
Dec. 1st	Ditto ditto....	30 0 0	151	0 11 10					
1855.									
Jan. 3rd	Ditto ditto....	30 0 0	118	0 9 3					
Feb. 2nd	Ditto ditto....	30 0 0	88	0 6 11					
Mar. 1st	Ditto ditto....	30 0 0	61	0 4 8					
,, 17th	Ditto ditto....	154 1 8	45	1 2 1					
Apr. 3rd	Ditto ditto....	30 0 0	28	0 2 1					
		514 1 8		12 6 8					
,, 30th	To Balance.....	13,942 2 3	I. B.	806 9 0					
	Rupees	14,456 3 11		818 15 8		Rupees	14,456 3 11		818 15 8

Dr. *Reid Scholarship Fund.* *Cr.*

1854.		Amount. Rs. a. p.	days	Interest. Rs. a. p.
May 1st	To Cash paid the Principal Grant Medical College on this account ..	10 0 0	358	0 7 10
June 21st	Ditto ditto....	30 0 0	314	1 4 6
July 3rd	Ditto ditto....	20 0 0	302	0 13 2
Aug. 2nd	Ditto ditto....	20 0 0	272	0 11 10
Sept. 2nd	Ditto ditto....	20 0 0	241	0 10 6
Oct. 4th	Ditto ditto....	20 0 0	209	0 9 2
Nov. 2nd	Ditto ditto....	20 0 0	180	0 7 10
Dec. 1st	Ditto ditto....	20 0 0	151	0 6 7
1855.				
Jan. 3rd	Ditto ditto....	20 0 0	118	0 5 2
Feb. 2nd	Ditto ditto....	20 0 0	88	0 3 10
Mar. 1st	Ditto ditto....	20 0 0	61	0 2 8
Apr. 3rd	Ditto ditto....	20 0 0	28	0 1 2
		240 0 0		6 4 3
,, 30th	To Balance.....	9,372 8 9	I. B.	451 12 3
	Rupees	9,612 8 9		458 0 6

1854.		Amount. Rs. a. p.	days	Interest. Rs. a. p.
May 1st	By Balance.....	9,160 12 6	365	458 0 6
1855.				
Apr. 30th	By Difference of Interest at 5 per cent. per annum	451 12 3		
	Rupees	9,612 8 9		458 0 6

Dr. Obstetric Institution Fund, bearing Interest at 4 per Cent., as per G. O. dated 10th August 1853. Cr.

1855.		Amount. Rs. a. p.	days	Interest. Rs. a. p.	1854.		Amount. Rs. a. p.	days	Interest. Rs. a. p.
Apr. 30th	To Balance.....	14,184 12 6	A.G.	545 9 1	May 1st 1855	By Balance.....	13,639 3 5	365	545 9 1
					Apr. 30th	By Account Interest.	545 9 1		....
	Rupees	14,184 12 6		545 9 1		Rupees	14,184 12 6		545 9 1

Dr. *Sir Jamsetjee Jejeebhoy's Medical Book Fund.* *Cr.*

1854.		Amount. Rs. a. p.	days	Interest. Rs. a. p.	1854.		Amount. Rs. a. p.	days	Interest. Rs. a. p.
Aug. 23rd	To Cash paid the Acting Principal Grant Medical College on this account	483 9 0	251	16 9 11	May 1st	By Balance	10,887 15 11	365	544 6 5
1855.					1855.				
Apr. 30th	To Balance	10,932 3 5	I. B.	527 12 6	Apr. 30th	By Difference of Interest at 5 per cent. per annum	527 12 6		....
	Rupees	11,415 12 5		544 6 5		Rupees	11,415 12 5		544 6 5

Dr. *Sir Jamsetjee Jejeebhoy's Medical Prize Fund.* *Cr.*

1854.		Amount. Rs. a. p.	days	Interest. Rs. a. p.	1854.		Amount. Rs. a. p.	days	Interest. Rs. a. p.
June 15th	To Cash paid the Principal Grant Medical College on this account..	250 0 0	320	10 15 4	May 1st	By Balance.....	5,472 11 7	365	273 10 2
1855.					1855.				
Apr. 30th	To Balance	5,485 6 5		262 10 10	Apr. 30th	By Difference of Interest at 5 per cent. per annum	262 10 10		.. .. ..
	Rupees	5,735 6 5		273 10 2		Rupees	5,735 6 5		273 10 2

Bombay, Accountant General's Office, 30th April 1855.

(Errors excepted)

(Signed) E. E. ELLIOT,
Accountant General.

(True copy)

JOHN PEET,
Acting Principal, Grant Medical College.

APPENDIX [H].

ABSTRACT ACCOUNTS OF THE ELPHINSTONE INSTITUTION FUNDS FOR 1855-56.

Elphinstone Institution Fund.

Dr. *Abstract Account of Receipts and Disbursements from 1st May 1855 to 30th April 1856.* *Cr.*

1855.		Rs.	a.	p.	1856.		Rs.	a.	p.	Rs.	a.	p.
May 1st	Balance of last year's account	4,513	10	2	Apr. 30th	Salary of Secretary	2,400	0	0			
1856.						Do. of Master and Assistant Masters.	14,819	4	0			
Apr. 30th	Annual Allowance from Government ..	20,000	0	0		Do. of Clerks	1,634	8	3			
	Interest on Funded Capital Rs. 80,000, viz :—					Do. of Peons, Watermen, and Carpenter.	1,350	0	0			
										20,203	12	3
	On Rs. 58,000 at 4 per cent. per annum, Rs. 2,320 0 0					*Contingent Charges.*						
	„ Rs. 22,000 for 6 months, at 5 per cent. per annum.... Rs. 550 0 0					Government Agent's Commission and Fees	4	14	4			
						Books awarded as prizes.	319	0	0			
	„ Rs. 1,000 belonging to Bell Prize Fund, for 6 months, at 4 per cent. per annum, Rs. 20 0 0					House rent.....	1,500	0	0			
						Sundries.....	186	11	11			
	„ Rs. 1,000 belonging to Sundarji Jivajee Prize Fund, for 6 months, at 4 per cent. per annum ....Rs. 20 0 0					Stationery	38	6	0			
						Printing Report, Programme, &c.	368	2	1			
						Collector's percentage ..	733	10	2			
						Repairs to the Institution	338	4	0			
						School Furniture	135	6	0			
		2,910	0	0		Premium on Fire Insurance Policy	375	0	0			
	Fees from pupils	13,209	0	0		Clothing for Peons	60	0	0			
	Subscriptions	1,465	0	0		Books presented to Students' Literary and Scientific Society	326	6	0			
	Books sold	27,839	3	1						4,385	12	6

Total.. Rupees		69,936 13 3

Depository.

Books purchased for re-sale.....	17,985 11 8		
Binding Books for sale..	247 8 0		
Depositary's Commission.	1,971 11 2		
Advance on account of School Materials	631 13 0		
		20,836 11 10	
Government Vernacular Schools at Bombay ..	....	3,129 6 10	
Balance due to Bell Prize Fund	....	217 1 6	
Balance due to Sundarji Jivajee Prize Fund ..	295 10 2		
Invested in 5 per cent. Government Promissory Notes	12,215 14 4		
		12,511 8 6	
		61,284 5 5	
Balance in the Bank of Bombay	8,560 8 6		
In hand	91 15 4		
		8,652 7 10	
Total.. Rs.		69,936 13 3	

(Errors excepted)

Bombay, 30*th April* 1856.

(Signed) M. STOVELL, Secretary.

We the undersigned have examined this account, and do find a balance in favour of the Elphinstone Institution Fund amounting to Rupees Eight Thousand Six Hundred and Fifty-two, Annas Seven, and Pies Ten.

(Signed) JUGONNATH SUNKERSETT,
" BOMANJEE HORMASJEE,
" BHAWOO DAJEE,
} *Members.*

Elphinstone Professorship Fund.

Dr. *Abstract Account of Receipts and Disbursements from 1st May 1855 to 30th April 1856.* *Cr.*

1855.		Rs.	a.	p.	1856.		Rs.	a.	p.	Rs.	a.	p.
May 1st	Balance of last year's account	2,162	14	3	Apr. 30th	Salary of Secretary	2,400	0	0			
1856.						Ditto of Professors and Assistants	22,360	0	0			
Apr. 30th	Annual allowance from Government...	22,000	0	0		Ditto of Normal Scholars.....	1,815	7	7			
						Ditto of Clerk.....	977	9	0			
						Ditto of Peons.....	228	0	0			
	Interest on Funded Capital Rs. 4,43,901, viz :—									27,781	0	7
						Contingent Expenses.						
	On Rs. 4,28,901 at 4 per cent. per annum, Rs. 17,156 0 0					GovernmentAgent'sCommission and Fees	37	11	10			
	„ Rs. 15,000, for 6 months, at 5 per cent. per annum.....Rs. 375 0 0					Sundries.....	39	12	0			
						Binding Office Records..	6	0	0			
		17,531	0	0		Clothing for Peons	36	0	0			
						Collector's percentage ..	63	0	0			
	Fees from students.....	1,260	0	0						182	7	10
						Interest on 5 per cent. Government Promissory Notes	....			10,195	14	2
										38,159	6	7

				Balance in the Bank of Bombay	4,785	4	3	
				In hand	9	3	5	
								4,794 7 8
Total..Rupees	42,953	14	3	Total..Rupees				42,953 14 3

(Errors excepted)

Bombay, 30*th April* 1856.

(Signed) M. STOVELL, Secretary.

We the undersigned have examined this account, and do find a balance in favour of the Elphinstone Professorship Fund amounting to Rupees Four Thousand Seven Hundred and Ninety-four, Annas Seven, and Pies Eight.

(Signed) JUGONNATH SUNKERSETT,
" BOMANJEE HORMASJEE, } *Members.*
" BHAWOO DAJEE,

West Scholarship Fund.

Dr. *Abstract Account of Receipts and Disbursements from 1st May 1855 to 30th April 1856.* *Cr.*

1855.		Rs.	a.	p.	1856.		Rs.	a.	p.
May 1st	Balance of last year's account	249	0	5	Apr. 30th	Scholarship allowances	1,440	0	0
1856.						Government Agent's Commission and Fees	2	6	5
Apr. 30th	Annual allowance from Government..	1,124	0	0		Invested in 5 per Cent. Government Promissory Notes	515	2	2
	Interest on Funded Capital, Rupees 27,464-8-0, viz:—						1,957	8	7
	On Rs. 26,464-8-0 at 4 per cent. per annum.. Rs. 1,058 9 2					Balance in the Bank of Bombay	499	1	0
	,, Rupees 1,000, for 6 months, at 5 per cent. per annum 25 0 0								
		1,083	9	2					
	Total.. Rupees	2,456	9	7		Total.. Rupees	2,456	9	7

(Errors excepted)

Bombay, 30th April 1856.

(Signed) M. Stovell, Secretary.

We the undersigned have examined this account, and do find a balance in favour of West Scholarship Fund amounting to Rupees Four hundred and Ninety-nine, and Anna One.

(Signed) Jugonnath Sunkersett,
,, Bomanjee Hormasjee,
,, Bhawoo Dajee,
} *Members.*

Clare Scholarship Fund.

Dr. *Abstract Account of Receipts and Disbursements from 1st May 1855 to 30th April 1856.* *Cr.*

1855.			Rs. a. p.	1856.		Rs. a. p.
May 1st	Balance of last year's account		158 1 10	Apr. 30th	Scholarship allowances	690 0 0
1856.					Government Agent's Commission and Fees	3 1 1
Apr. 30th	Annual allowance from Government ..		1632 0 0		Invested in 5 per Cent. Government Promissory Notes	1,534 13 9
	Interest on Funded Capital Rupees 36,841-8-0, viz:—					2,227 14 10
	On Rs. 31,341-8-0 at 4 per cent. per annum. Rs.	1,373 10 6			Balance in the Bank of Bombay	998 5 6
	,, Rupees 2,500, for 6 months, at 5 per cent. per annum..... Rs.	62 8 0				
			1,436 2 6			
	Total . Rupees		3,226 4 4		Total . . Rupees	3,226 4 4

(Errors excepted)

Bombay, 30th April 1856.

(Signed) M. Stovell, Secretary.

We the undersigned have examined the account, and do find a balance in favour of Clare Scholarship Fund amounting to Rupees Nine hundred and Ninety-eight, Annas Five, and Pies Six.

(Signed) Jugonnath Sunkersett,
,, Bomanjee Hormasjee,
,, Lhawoo Dajee,
} *Members.*

Gaikwar Scholarship Fund.

Dr. *Abstract Account of Receipts and Disbursements from 1st May 1855 to 30th April 1856.* *Cr.*

1855.		Rs.	a.	p.	1856.		Rs.	a.	p.
May 1st	Balance of last year's account	482	12	4	Apr. 30th	Scholarship allowances	240	0	0
1856.						Government Agent's Commission and Fees	0	8	0
							240	8	0
Apr. 30th	Interest on Funded Capital Rs. 5,000, at 4 per cent. per annum	200	0	0		Balance in the Bank of Bombay	442	4	4
	Total..Rupees	682	12	4		Total..Rupees	682	12	4

(Errors excepted)

Bombay, 30*th April* 1856. (Signed) M. Stovell, Secretary.

We the undersigned have examined this account, and do find a balance in favour of Gaikwar Scholarship Fund amounting to Rupees Four hundred and Forty-two, Annas Four, and Pies Four.

(Signed) Jugonnath Sunkersett,
" Bomanjee Hormasjee,
" Bhawoo Dajee,
} *Members.*

SUNDARJI JIVAJI PRIZE FUND.

Dr. *Abstract Account of Receipts and Disbursements from 1st May 1855 to 30th April 1856.* *Cr.*

1855.		Rs.	a.	p.	1856.		Rs.	a.	p.
May 1st	Balance of last year's account	275	11	0	Apr. 30th	Government Agent's Commission	0	0	10
1856.						Balance in the Bank of Bombay	315	10	2
Apr. 30th	Interest on Funded Capital Rs. 1,000, at 4 per cent. per annum	40	0	0					
	Total..Rupees	315	11	0		Total Rupees..	315	11	0

(Errors excepted)

Bombay, 30th April 1856.

(Signed) M. STOVELL, Secretary.

We the undersigned have examined this account, and do find a balance in favour of the Sundarji Jivaji Prize Fund amounting to Rupees Three hundred and Fifteen, Annas Ten, and Pies Two.

(Signed) JUGONNATH SUNKERSETT,
,, BOMANJEE HORMASJEE,
,, BHAWOO DAJEE,
} *Members.*

Bell Prize Fund.

Dr. *Abstract Account of Receipts and Disbursements from 1st May 1855 to 30th April 1856.* *Cr.*

1855.		Rs.	a.	p.	1856.		Rs.	a.	p.
May 1st	Balance of last year's account.....	197	2	4	Apr. 30th	Government Agent's Commission	0	1	8
1856.						Balance in the Bank of Bombay	237	0	8
Apr. 30th	Interest on Funded Capital Rs. 1,000, at 4 per cent. per annum	40	0	0					
	Total..Rupees	237	2	4		Total..Rupees	237	2	4

(Errors excepted)

Bombay, 30th April 1856.

(Signed) M. Stovell, Secretary.

We the undersigned have examined this account, and do find a balance in favour of Bell Prize Fund amounting to Rupees Two hundred and Thirty-seven, and Pies Eight.

(Signed) Jugonnath Sunkersett,
,, Bomanjee Hormasjee,
,, Bhawoo Dajee,
} *Members.*

Rajah of Dhar Prize Fund.

Dr. *Abstract Account of Receipts and Disbursements from 1st May 1855 to 30th April 1856.* *Cr.*

1855.		Rs.	a.	p.	1855.		Rs.	a.	p.
Apr. 30th	Interest on Funded Capital Rs. 1,000, at 4 per cent. per annum	40	0	0	May 1st	Balance due to the Bank of Bombay..	15	8	3
					1856.				
	Balance due to the Bank of Bombay ..	5	9	1	Apr. 25th	A prize awarded to Jagannath Narayan.	30	0	0
						Government Agent's Commission	0	0	10
	Total..Rupees	45	9	1		Total..Rupees	45	9	1

(Errors excepted)

Bombay, 30th April 1856.

(Signed) M. Stovell, Secretary.

We the undersigned have examined this account, and do find a balance due to the Bank of Bombay amounting to Rupees Five, Annas Nine, and Pie One.

(Signed) Jugonnath Sunkersett,
,, Bomanjee Hormasjee,
,, Bhawoo Dajee,
} *Members.*

GANPATRAO VITTUL PRIZE FUND.

Dr. *Abstract Account of Receipts and Disbursements from 1st May 1855 to 30th April 1856.* *Cr.*

1855.		Rs.	a.	p.	1856.		Rs.	a.	p.
May 1st	Balance of last year's account	29	14	9	Apr. 30th	Government Agent's Commission	0	2	6
1856.						Balance in the Bank of Bombay	89	12	3
Apr. 30th	Interest on Funded Capital Rs. 1,500, at 4 per cent. per annum	60	0	0					
	Total .. Rupees	89	14	9		Total .. Rupees	89	14	9

(Errors excepted)

Bombay 30th April 1856. (Signed) M. STOVELL, Secretary.

We the undersigned have examined this account, and do find a balance in favour of Ganpatrao Vittul Prize Fund amounting to Rupees Eighty-nine, Annas Twelve, and Pies Three.

(Signed) JUGONNATH SUNKERSETT,
" BOMANJEE HORMASJEE,
" BHAWOO DAJEE,
} *Members.*

Dr. *Receipts and Disbursements of the* BOOK DEPOSITORY *of the Elphinstone Institution for the year* 1855-56. *Cr.*

1856.		Rs.	a.	p.	Rs.	a.	p.	1856.		Rs.	a.	p.	Rs.	a.	p.
Apr. 30th	Books sold at the Presidency ..	5,638	9	0				Apr. 30th	Books purchased in Bombay....	4,943	5	6			
	Ditto in Branch Depositories.	1,834	6	2					Ditto in Calcutta.	100	15	0			
	Ditto to Poona College Depository....	1,289	14	0					Ditto from Poona College Depository..	5,841	13	3			
	Ditto toKuttyawar Depository..	655	1	0					Mathematical Instruments procured from England	919	4	11			
	Ditto toKurrachee Depository..	1,344	8	11									11,805	6	8
	Ditto supplied to Government English Schools in the Mofussil.	3,591	12	10					*New Editions of Works printed.*						
	Ditto to Government Vernacular Schools in the Mofussil	5,971	0	0					500 copies of Apoornank, Murathee	337	8	0			
	Ditto to Regimental Schools .	6,044	7	0					1500 copies of Spelling Book, Murathee....	337	8	0			
									900 copies of Numeration Tables, Murathee.	151	14	0			
									1100 copies of Outlines of Grammar, Murathee	195	0	0			
									1500 copies Rudiments of Geography, Murathee	250	0	0			
													1,271	14	0
	Carried over.. Rupees	26,369	10	11					Carried over.. Rupees				13,077	4	8

Dr. BOOK DEPOSITORY *Receipts and Disbursements*—(continued). *Cr.*

1856.		Rs.	a.	p.	Rs.	a.	p.
	Brought over..	26,369	10	11			
Apr. 30th	Books sold to Private Individuals in the Mofussil.....	193	4	0			
	Ditto presented to Students' Literary and Scientific Society.....	326	6	0			
	Mathematical Instruments supplied to Surat English School	949	14	2			
					27,839	3	1

1856.		Rs.	a.	p.	Rs.	a.	p.
	Brought over..	....			13,077	4	8
Apr. 30th	1000 copies of History of British India, Guzerathee	1,250	0	0			
	2000 copies of Outlines of Grammar, Guzerathee	205	0	0			
	2000 copies of Spelling Book, Guzerathee ..	218	0	0			
	2000 copies of Rudiments of Geography, Guzerathee	327	0	0			
	500 copies of Gangadhar's Grammar, Guzerathee	225	0	0			
	2000 copies of Talim Namah, 1st vol., Hindustanee	1,000	0	0			
	500 copies of Jamiul Hickayut, Hindustanee	460	0	0			
	250 copies of Fables, in 2 parts, Hindustanee.	98	7	0			
	1000 copies of Green's Phrases, English and Guzerathee	1,125	0	0			
					4,908	7	0
	Binding Books for sale..	247	8	0			

				Depositary's Commission	1,971	11	2
				Advance on account of School Materials....	631	13	0
						2,851	0 2
				Stock of Books in hand on the 30th April 1855.....	49,034	1	6
						20,836	11 10
				Stock of Books in hand on the 30th April 1856 Rupees 36,513 11 0			
				Value of Books supplied to Branch Depositories in the Mofussil during the year 1855-56 Rs. 8,663 11 6			
					45,177	6	6
						3,856	11 0
						24,693	6 10
				Balance		3,145	12 3
Total.. Rupees	27,839	3	1	Total.. Rupees		27,839	3 1

(Errors excepted)

(Signed) M. STOVELL, Secretary.

Bombay, 30*th April* 1856.

(True copies)

(Signed) M. STOVELL, Secretary.

APPENDIX [I].

ANNUAL REPORT OF THE ELPHINSTONE COLLEGE FOR 1855-56.*

PART I.—GENERAL.

FORMER Annual Reports of this College have been brought down to the 31st December of each year. In order to bring it into conformity with other Government Institutions, the present Report embraces the period from the 1st January 1855 to 30th April 1856.

2. The examination was held, as usual, in the month of December. The number of students in attendance was eighty-five. Of these, twenty-three were stipendiary scholars; twenty-two free scholars; twenty-six free students; and fourteen paying students.

3. The following is the programme of the course of study during the year.

* This Report was not received until after the arrangement of the other documents forming the Appendices to the Director's Report.

PROGRAMME OF COURSE OF STUDY.

ELPHINSTONE COLLEGE.

COURSE OF STUDY FOR 1855-56.

FIRST YEAR CLASS.

English Literature.—Chambers' Cyclopædia: Selections from Pope, Addison, and Goldsmith.

Logic.—Easy Lessons on Reasoning, Lessons i.—xv.
Locke's Conduct of the Understanding.

History.—Heeren's States-System, Part I., to the close of the Third Period in 1618.
Murray's India: British Empire, to the death of Tipu in 1799.

Political Economy.—Production: Mill, Book I. Chaps. ii.—viii.
Value: Mill, Book. III. Chaps i.—vi.

Mathematics.—Theory of Numbers; Scales of Notation; Theory of Logarithms; Theory of Equations, and Horner's Solution. Spherical Trigonometry (Thomson).

Natural Philosophy. — Physical Geography (from E. Hughes' Physical Atlas).

Chemistry.—Chemical Affinity; Laws of Chemical Combination; Atomic Hypothesis; Light and Heat, chiefly in their Chemical relations; Frictional and Atmospheric Electricity; the Chemistry of all the Non-Metallic Elements, and of certain of the Metals.

SECOND YEAR CLASS.

English Literature.—Chambers' Cyclopædia: Selections from Goldsmith, Armstrong, Smollett, Falconer, Rogers, Wordsworth, Southey, and Campbell.

Mental Philosophy.—Locke's Essay, Introduction, Book II. Chaps. i.—xiv. (omitting Chap. i. Sects. 10—20; Chap. xiii. Sect. 10 to the end).

Cousin's Psychology by Henry, Chaps. i. ii., Chap. iii. pp. 4, and Chap. iv.

Jouffroy's Method of Philosophical Study.

History.—Heeren's States-System, Part. II., to the close of the Second Period in 1740.

Macaulay's Essays; Ranke's Popes; Sir William Temple; and War of the Spanish Succession.

Political Economy.—Mill, Book III. Chaps. vii.—xii., xiv. —xviii., and Chap. xxiii.

Mathematics.—Conic Sections (from Salmon).

Natural Philosophy.—Hydrostatics, Gases, Hydraulics (from Galbraith and Haughton); Steam Engine (from Lardner).

Chemistry.—*The same as in the First Year Class.*

THIRD AND FOURTH YEAR CLASS.

English Literature.—Shakspeare: Midsummer Night's Dream; Falstaff; Hamlet, Acts i. ii., and Act iii. Scenes 1, 2.

Moral Philosophy.—Butler's Analogy, Part I., Introduction, Chaps. i.—v.; Butler's Three Sermons on Human Nature.

Political Economy.—*Currency:* Senior's Lectures on the Transmission of the Precious Metals, &c.; Mill, Book III. Chaps. xix. xx. xxii. xxiii.

Taxation: Mill, Book V. Chaps. i.—iv.

Mathematics.—Differential and Integral Calculus (from Young).

Natural Philosophy.—Dynamics and Physical Astronomy (Galbraith and Haughton; and Hart).

Jurisprudence.—Elements: Part I., Introductory and Historical (Manual); Part II., Principles of Classification (Lectures).

Geology.—The four great Classes of Rocks,—Aqueous, Plutonic, Volcanic, Metamorphic: their Mineral Composition, Mode of Origin, and Relations in the Crust of the Earth.

Simple Minerals: the Characters and Composition of the more important species.

Outline of the Classification of the Animal Kingdom, with special reference to Palæontology.

The Aqueous Rocks; their order of Superposition, Mode of Formation, Mineralogical Character, and Fossil Organic Remains.

4. In consequence of the departure of the Professor of Mathematics and Natural Philosophy, on the 26th June, it became necessary to re-distribute the duties among the other Professors, and to make such provisional arrangements for teaching the different classes as circumstances permitted.

(*a*) R. S. Sinclair, Esq., LL.D., Professor of History, Geography, and Political Economy, was appointed Professor of Mathematics and Natural Philosophy, and, as a temporary measure, Acting Professor of Political Economy.

(*b*) R. T. Reid, Esq., LL.D., Barrister at Law, was appointed Acting Professor of Literature, History, and Geography, in addition to his duties as Perry Professor of Jurisprudence. As he could devote only four hours a week to this extra duty, these were allotted to the First and Second Year Classes; and two of the Native Teachers, viz. Messrs. Bomanji Pestonji and Kaikhasru Hormazji, were appointed to assist him; the former in Literature, the latter in History.

(*c*) Mental and Moral Philosophy, and the Third and Fourth Year Literature Class, were taught by me. In the teaching of the First Year Logic class, I was assisted by Mr. Pestonji Jahanghir.

(*d*) Chemistry and Mineralogy were taught by Dr. Giraud till the end of the year, and, on his departure on medical certificate, R. Haines, Esq., M.B., took charge of his classes.

5. Up to this time the Professors had been required to examine and report upon their own classes. This was no doubt wrong in principle, and had frequently been pointed out to be so. Still it was continued, because it was alleged to be unavoidable.

6. Towards the close of the year, just as the examinations were about to commence, it was resolved by Government to invite five gentlemen, unconnected with the College, to conduct the examination, and report upon the proficiency of the Students in the five branches of learning respectively assigned to them.

7. These gentlemen at once entered upon their duties. The result is well known. The Reports which they submitted to Government have been a twelvemonth before the public, and have already given rise to so much discussion that I had hoped I should not have been required to revert to the subject. Since this may not be, I crave the liberty to offer a few remarks, which I trust will have the effect of clearing up some misapprehension that still prevails.

8. It has been said that these Reports differ widely from all previous Reports on the Institution. In one respect this is true; for though errors and defects of the *same kind* had on former occasions been pointed out, both by the other Professors and by myself, still they had been dealt with in a somewhat different manner. Examiners

can hardly be expected to agree in everything. Ability and honesty do not ensure unanimity. Preconceived notions exercise considerable influence on the judgment. If one Examiner have been led to form a low estimate of the acquirements of certain young men, whom another expects to give proof of high proficiency; if, for instance, the one look only for such acquaintance with the English language as a well-educated young Englishman may be supposed to possess of French, Italian, or German; while the other, bearing in mind the command of language, and the nice perception of the beauties of idiom and diction, of the "undergraduates" or even of "some of the reading men" of our English Universities, has fixed his standard accordingly;—then, in the event of these young men making a fair, or even a creditable appearance, considerably better than had been anticipated by the one, though far short of the requirements of the other, there can be no doubt that the former would be satisfied, while the latter would be disappointed. Consequently, though by the hypothesis equally honest, the one report would be favourable, and the other unfavourable. Those who have had experience of examinations are aware that such cases not unfrequently occur.

9. There are two points that are animadverted upon by all the Examiners, which appear especially to demand explanation. These are, 1st, the inequality in the attainments of the students in all the classes; and, 2nd, the prevalence of bad grammar and bad spelling, and the manifestation generally of imperfect elementary training on the part of the students. These defects may both be traced to the operation of the same cause, which I proceed to state as briefly as possible, referring for details to the printed Re-

port of the Board of Education for 1850-51, page 31, para. 52.

10. In 1850, with the view of encouraging rich Natives to send their sons to College, the Acting Principal, with the concurrence of his colleagues, recommended that Students, willing to pay for the privilege, should be allowed to attend one or more of the courses in Language, Literature, and the Natural Sciences, according to their own views of what they were prepared to profit by, without the necessity of submitting to the severe ordeal by which, it was alleged, they had hitherto been deterred. This being sanctioned by the Board of Education, Paying Students have since that time been admitted without examination, and have been subjected to no examinations afterwards, unless voluntarily. The majority, however, have been composed of those who failed to obtain the requisite number of marks at the Scholarship examinations. These have been allowed to attend, as Paying Students, the class or classes of their own selection. Hence, in respect to them, classification became impossible.

11. In a few instances a Student entering as a Paying Student has afterwards competed successfully for a Scholarship. When they failed, their examination being considered voluntary, errors and defects were not exposed in the same way as in the case of Stipendiary Scholars. The results were exhibited in a tabular statement, but their answers did not appear among the selected specimens. In former years, Students of this description had been regarded as a privileged class, and their appearance scarcely affected the general results. On the occasion in question they formed a sixth of the College, and their errors were probably in the duplicate ratio of their number. The

estimate of the Examiners must, therefore, have been materially modified by these errors, if they formed an element of it.

12. It is proper to mention that while the examination was going on, the regulations on this head were communicated to the Examiner in the Vernaculars, who had applied to me for explanation as to the marked inequality which he had observed in the attainments of the Students of the same class. I am not sure whether the other Examiners were aware of the distinctions.

13. These observations may help to account for the faults specially adverted to. My sole aim has been to remove impediments to the formation of an impartial judgment. I neither impugn the verdict of the Examiners, nor undertake to vindicate all former Reports. Those that have emanated from me do not, so far as I am aware, contain a single statement not warranted by the circumstances. It has been alleged that I have sometimes set faults in too broad a light, as, for instance, in saying (printed Report for 1851, page 26) that the Student who is placed first in his class "sets Lindley Murray's rules regarding orthography and syntax at defiance." At any rate this is not the language of one seeking to screen errors. It does not alter the case that such exposures are occasionally followed by a few words of encouragement, or of hopes of amendment.

14. I have thus rapidly glanced at the more prominent of the faults noticed by the Examiners. I have shown that the inequality in the attainments of Students of the same class originated in a measure introduced with a view of encouraging wealthy Natives to give a higher education to their sons; that the rule, which seems to have been originally intended to admit without examination young men

who might have been deterred by the severity of the entrance test, was abusively extended to those who had failed at the Scholarship competition; that, in consequence of this, a class came to be composed of Students who had passed according to the Scholarship standard, of others who had failed to do so, and of some who had not been subjected to examination at all; and that it did not lie within the power of the Principal and Professors to remedy this evil.

15. I have endeavoured to show that the prevalence of errors of such a character as to evince a serious defect in the preparatory training of the Students is in a great measure attributable to the same cause, though it is not meant to affirm that such errors were confined to Paying Students. This view is confirmed, to some extent, by an analysis of the results;—the Second Year Class, in which the number of Paying Students was relatively large, being pronounced on the whole inferior, though containing some of the most promising Students in the College; whereas, in the Third Year Class, which contained but few, a greater number passed the Senior Scholarship test than had ever done so on any previous occasion. Indeed, the *inequality* complained of shows that the evil, at least in its full extent, was not universal.

16. I have hinted that the general character of the estimate was probably considerably affected by a certain feeling of disappointment caused by the Examiners having been misled by certain reports, which seemed to bear the stamp of authority, to expect a higher degree of proficiency than they actually found. Of such of these reports or speeches as did not proceed from within the walls of the College, it does not behove me to speak. Those that did were

written either by the other Professors or by me. I have already disclaimed, on my own part, any participation in giving rise to such exaggerated views,—views which I have never entertained, and which I should have been loth to disseminate if I had, believing, as I do, "that many would have attained to wisdom if they had not thought themselves already wise." The position in which I stood in relation to the Reports of the other Professors I proceed briefly to explain.

17. Towards the end of 1845 the Board of Education, having resolved that the management of the Institution should be entrusted to a Principal, directed the Professors to form themselves into a Council, and to elect to the office one of their number. Having been unanimously *elected* by the votes of my colleagues, I somewhat reluctantly acceded. The election imposed upon me certain onerous and responsible duties, such as arranging, in conjunction with the other Professors, the general course of study, hours of lecture, &c.; conducting the correspondence with the Board of Education; taking cognisance of all matters relating to the attendance and behaviour of the Students; and exercising, subject to the control of the Board of Education, a general superintendence over the studies and discipline of the school. In the matter of teaching, examining, and reporting upon our respective classes, I remained on the same footing as the other Professors, except that their Reports were to be forwarded through me. Had I been *appointed* to the office by Government, or by the Court of Directors, the case might have been otherwise. From the mode of my election it is plain that I had only to hand up what Reports my colleagues might submit, and that I had no right to interfere with the expression of their opinion if

I disagreed. In some of them it will be found that faults are freely exposed.

18. I hope I shall be excused for alluding to another matter of personal concern. Since the promulgation of the Reports, statements have been made in certain quarters deeply affecting my position and character. As I am precluded from taking direct notice of these, I confidently trust that if it shall appear that, in the Reports which I have from time to time submitted, I have neither suppressed facts nor coloured them, with a view of deceiving Government and the public as to the real state of the College, the Resolution of Government will be such as effectually to clear me from such imputations,—imputations which are alike repugnant to my feelings and injurious to my future prospects.

19. I cannot conclude this part of the Report without expressing my deep regret for the extraordinary delay that has taken place in submitting it. This has arisen solely from an error of judgment. When the Government Examiners were appointed, I concluded that the Professors would not be required to give in separate Reports on their classes. Indeed, I conceived that, if this were permitted, a collision might possibly ensue between them and the Examiners. To avoid this, I proposed that a programme of the course of study pursued in the different classes should be prepared, for the information and guidance of the Examiners, whose duty it should be to ascertain and report upon the proficiency of the classes in the subjects respectively taught in them. Entertaining this view, I did not at once set about the preparation of the Report. When I was afterwards called upon to do so, the "Papers relating to the Examination of the Elphinstone College" had appeared. Popular opinion had

veered from one extreme to the other. The task had become more difficult. It did not appear how the cause of Education could be benefited. There was a likelihood that it might be injured by another Report, whatever might be its nature. Now that I am obliged, in obedience to the orders of my superiors, to execute the task, I feel constrained at the same time to offer the most unreserved apology for the delay, and to express a hope that my conduct in this respect may not be ascribed to contumacy or neglect. I now perform the duty to the best of my ability; but I do so under many disadvantages,—amid a pressure of other matters which necessitates haste, and, I may add, with a painfully oppressive feeling upon my mind of blame incurred on this account. I hope this will to some extent excuse its imperfections.

Part II.—Special.

20. On the 13th March 1856 I had the honour to forward to your Predecessor's address the undermentioned documents, viz:—

1*st.*—Report by Professor Reid on the History Classes, and on the two Classes in English Literature, of 1st and 2nd Year Students.

2*nd.*—Reports by Professor Sinclair:

(*a*) On the Classes in Mathematics and Natural Philosophy;

(*b*) On the Classes in Political Economy.

3*rd.*—Report by Dr. Giraud on the Classes in Chemistry and Geology.

21. The subjects taught by me, in whole or in part, were Logic, Mental and Moral Philosophy, and the English

Literature Class of the 3rd and 4th Year Students. Of these in their order.

(*a*) *Logic.*

This class consisted of thirty-four Students, of whom only two were Stipendiary Scholars. The text-books were Locke's Conduct of the Understanding, and Whately's Easy Lessons on Reasoning. The former was employed not only for its subject-matter, but also as an exercise in language. The majority of the class were too imperfectly acquainted with English to enter with advantage upon the study of Logic. The two Stipendiary Scholars and about seven or eight others only were duly prepared to profit by it. They were taught chiefly by Mr. Pestonji Jahanghir, who devoted to it one hour daily.

(*b*) *Mental Philosophy.*

This class consisted of twenty-six students, of whom three were Stipendiary Scholars. The books studied were Locke's Essay on the Human Understanding; Henry's Translation of Cousin's Lectures on Locke, and Jouffroy's Method of Philosophical Study, as specified in the Programme of the Course of Study prefixed. Three lectures a week were given to this class. There were in it some promising young men, whose attention and generally intelligent answers at class-examinations were highly encouraging; the rest of the class were much inferior to these.

(*c*) *Moral Philosophy.*

The most promising Students of the 4th Year having left the College, the four who remained were associated with the twenty-one Students of the 3rd Year, thus

forming a class of twenty-five Students, four of whom were Stipendiary Scholars.

The subjects of study were Butler's Three Sermons on Human Nature, Dissertation on the Nature of Virtue, Analogy, Part I., Introduction, Chaps. i.—v.

The Stipendiary Scholars (all of the 3rd Year class), and about eight of the others, were much better prepared for the study than the other portion of the class.

(d) English Literature.

This class consisted of the same Students as the preceding. They read "Midsummer Night's Dream" and a portion of "Hamlet," as stated in the Programme.

For the proficiency of these classes I respectfully beg to refer to the Reports of the Examiners appointed by Government.

This brings down these Reports to the end of the year.

22. Shortly after the examination the College classes were removed to a building in the neighbourhood of the Grant Medical College. Ever since the incorporation of Elphinstone College with the Native Education Society, in April 1840, the College classes had occupied certain rooms in the Society's building on the verge of the Esplanade. But for some years both the School and College had been hampered for want of room. The time seemed to have arrived for a separation, and sanction was obtained to rent (it was hoped only temporarily) another building, to which the College classes were removed in the end of March.

23. As the staff of Professors was confessedly insufficient, and those expected from England had not arrived, Professor Reid consented to give two additional hours a week for English composition, and the services of Mr.

Charles Graham Smith were secured as Assistant and Professor of English Literature. Mr. Smith entered with zeal upon the discharge of his duties immediately on the removal of the College to its present site, and the other arrangements continued as before until the vacation in May.

24. The former situation was more central, but the accommodation here is better. It is hoped, however, that a building will ere long be erected worthy of the place, and worthy of the name and objects of the College.

JOHN HARKNESS, LL.D.

Principal, Elphinstone College.

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